

The National Longitudinal Transition Study-2 (NLTS2)

Project Update: Self-Perceptions of Youth With Disabilities

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NLTS2 Overview



Focuses on	Youth
Study began	2000 – 2001 school year
Age at start of study	13 to 16
Disability categories	All disability categories
Longitudinal	9 years 5 waves of data collection

NLTS2 Sample Design

NLTS2 includes a nationally representative sample of LEAs, from which students were randomly selected to generalize to:

- **Students receiving special education who are in the NLTS2 age range**
- **Each of the 12 special education disability categories**
- **Each single-year age cohort, with a larger proportion of the oldest age group than others**

Today's agenda

- **Describe the perceptions of youth with disabilities regarding:**
 - Themselves
 - Their self-determination abilities
 - School
 - Their social involvement
 - Expectations for their future
- **Compare the perceptions held by youth with disabilities, when possible, with:**
 - Their own actions
 - Perceptions held by youth in the general population
 - Their parents' perceptions
 - Other sources of data about them

Data sources

- Primarily NLTS2 Wave 2 (2003) youth telephone interviews/mail survey (youth who could respond for themselves, could be reached, and were willing to respond)
 - N = 2,919
- NLTS2 youth in-person interviews (2002 and 2004) as part of youth assessments
 - N = 5,111
- For comparison:
 - Data from parents for youth who did not respond for themselves (to describe differences in the samples; N = 3,940)
 - NLTS2 Waves 1 and 3 (2001 and 2005) parent/youth interviews for youth with Wave 2 youth data (variable sample size by item)
 - Selected surveys of youth in the general population

Characteristics of youth respondents

- Compared with youth whose parents were interviewed respondents, youth who responded for themselves are significantly:
 - More likely to have a learning disability (69 percent vs. 54 percent) or to be from a household with an income of more than \$50,000 (41 percent vs. 30 percent).
 - Less likely to have mental retardation (8 percent vs. 17 percent) or multiple disabilities (1 percent vs. 3 percent) or to be male (64 percent vs. 71 percent).
 - More likely to have high functional cognitive skills (70 percent vs. 54 percent), social skills (26 percent vs. 18 percent), and self-care skills (97 percent vs. 90 percent).
 - Less likely to have trouble communicating (23 percent vs. 43 percent), understanding language (26 percent vs. 43 percent), hearing (6 percent vs. 15 percent), seeing (11 percent vs. 18 percent), using their arms and hands (3 percent vs. 9 percent), or using their legs or feet (5 percent vs. 11 percent).

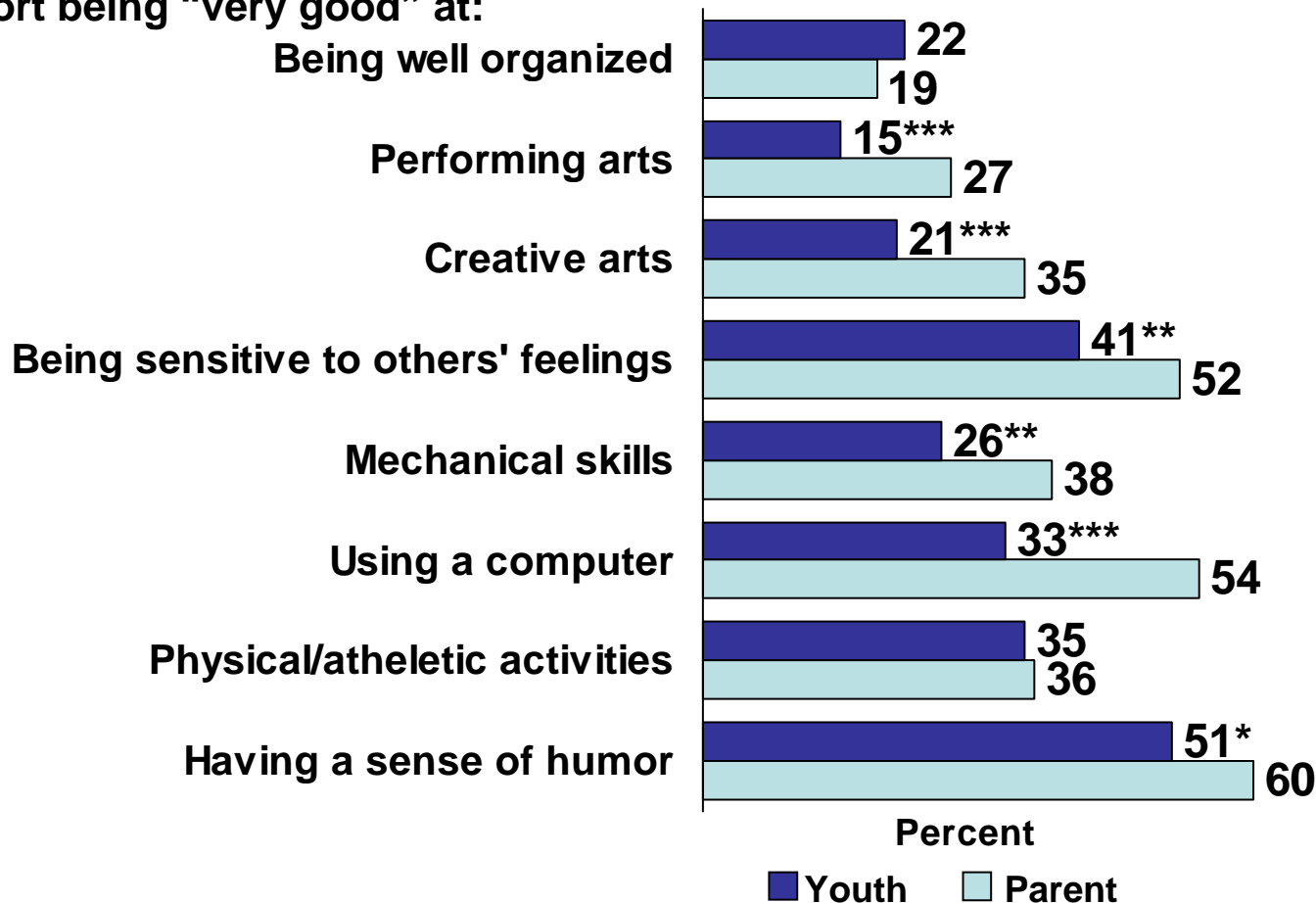
Perceptions of self among youth with disabilities

- Strengths
- Self-concept
- Views of their life
- Views of their disability



Youth's and parents' reports of strengths of youth with disabilities

Report being "very good" at:

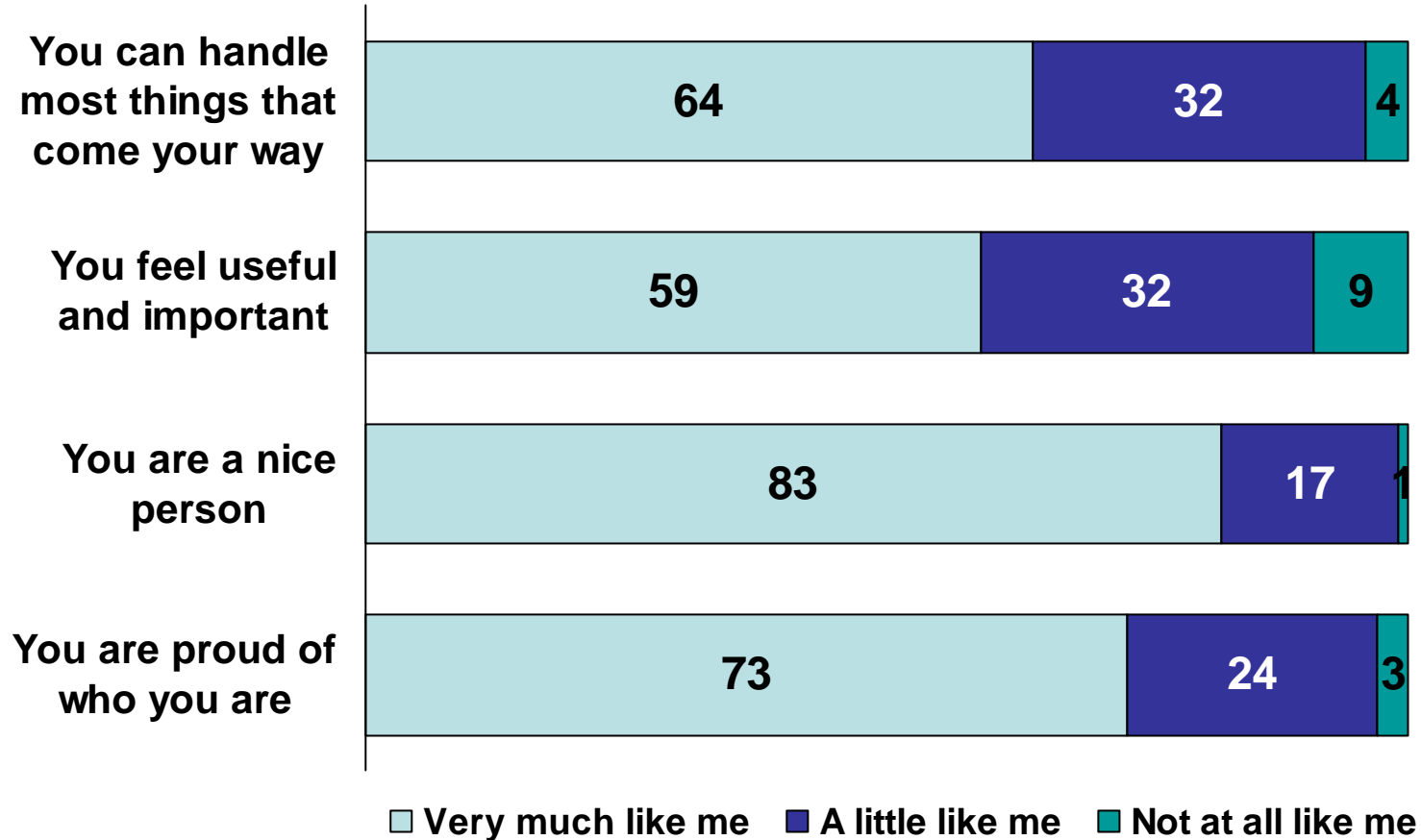


Statistical significance: * $p < .05$; ** $p < .01$, *** $p < .001$.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 1 parent interviews, 2001, and Wave 2 youth interviews/survey, 2003

Youth with disabilities' perceptions of self

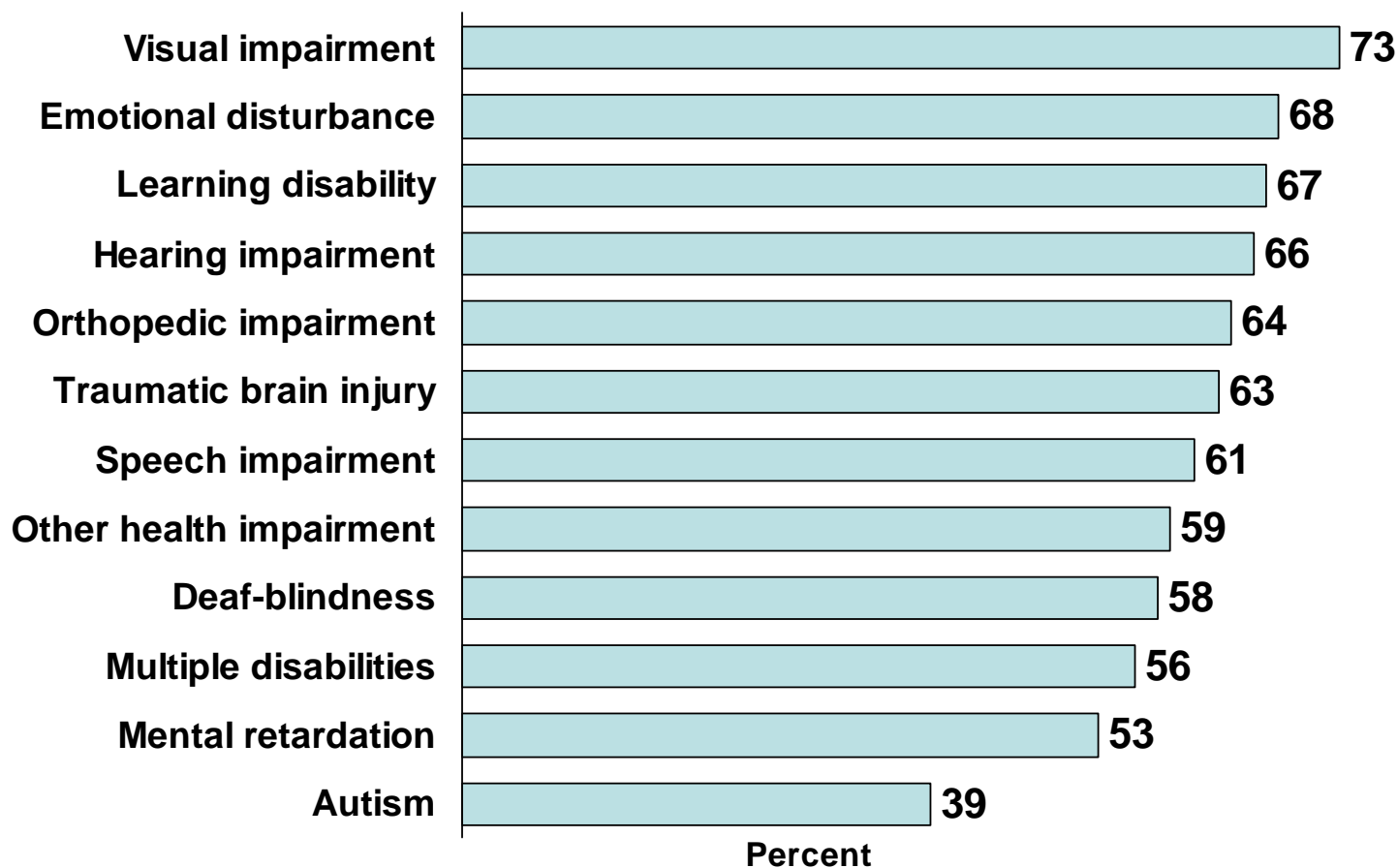
How much the following statements are “like you:”



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003

Youth's perceptions of general competence, by disability category

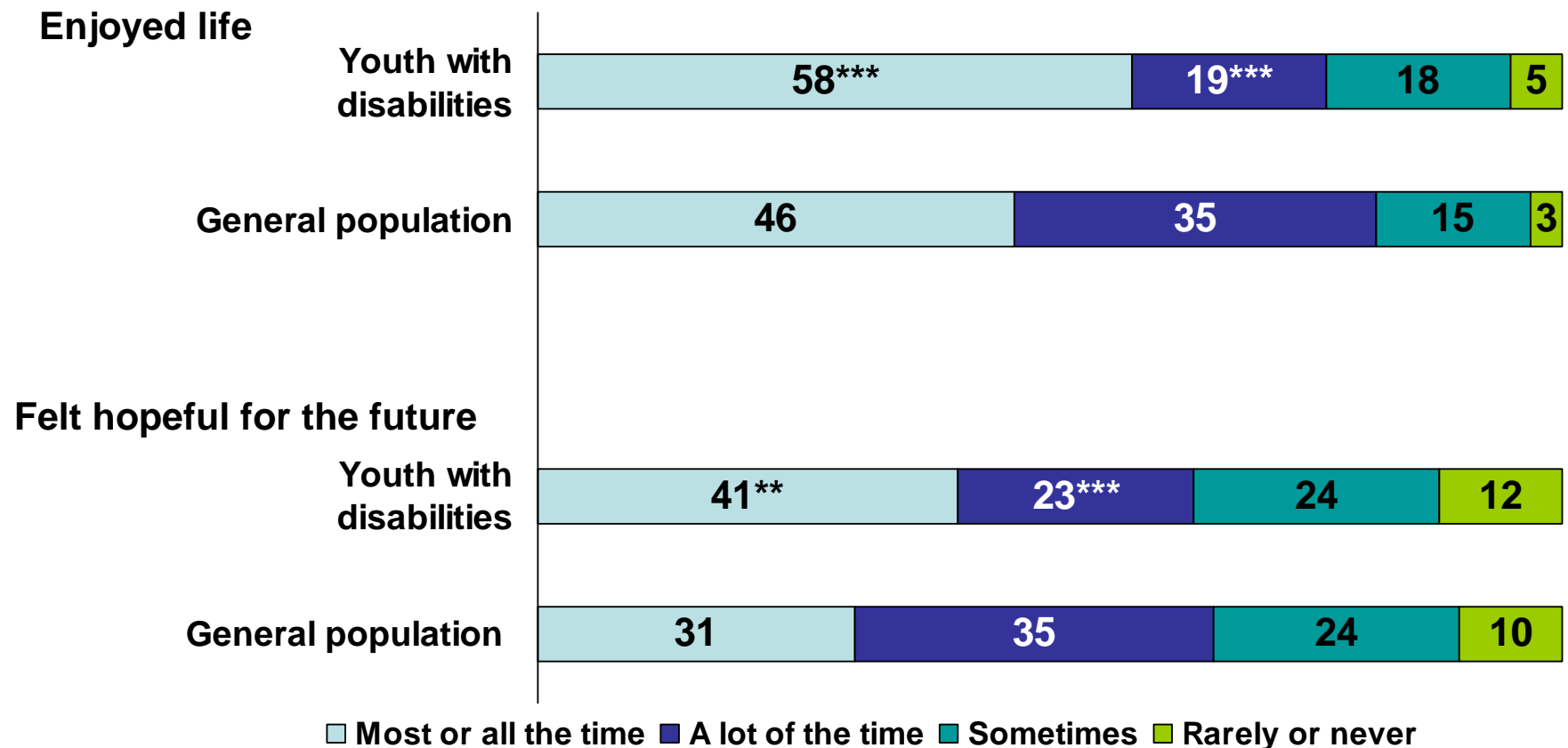
Youth perceive the statement “you can handle most things that come your way” is “very much like me”



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) student assessment, 2001 and 2003.

Youth with disabilities' positive feelings toward life

During the past week, how often youth:

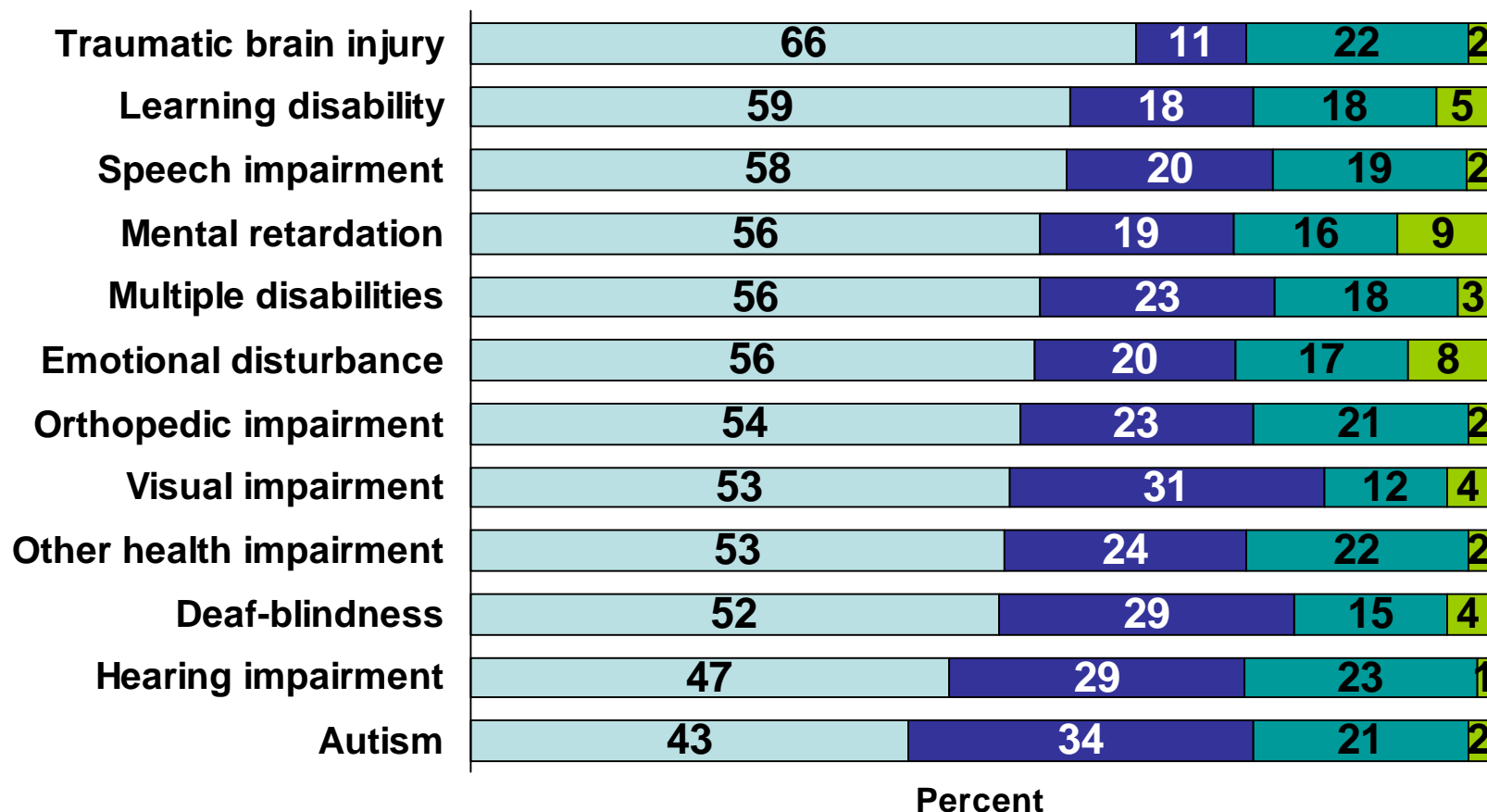


Statistical significance: ** $p < .01$, *** $p < .001$; for comparison between youth disabilities and in the general population

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003, National Institute of Child Health and Human Development, National Longitudinal Study of Adolescent Health, Wave 1 youth survey, 1998



Youth's enjoyment of life, by disability category



■ Most or all the time
 ■ A lot of the time
 ■ Sometimes
 ■ Rarely or never

Youth with disabilities' negative feelings toward life

During the past week, how often youth:

Felt lonely

Youth with disabilities



General population



Felt depressed

Youth with disabilities



General population



Thought people disliked him or her

Youth with disabilities



General population

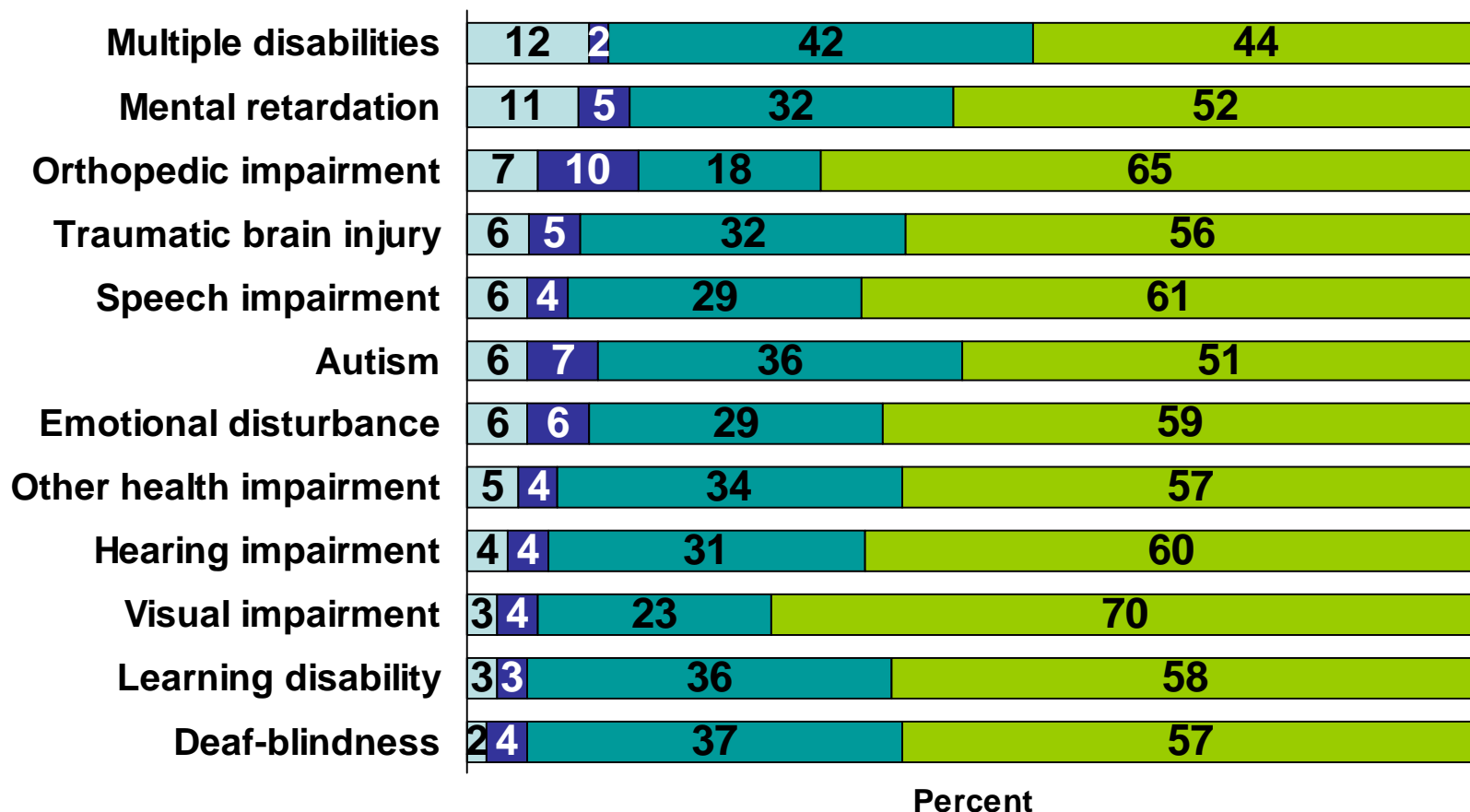


Percent

■ **Most or all the time**
■ **A lot of the time**
■ **Sometimes**
■ **Rarely or never**

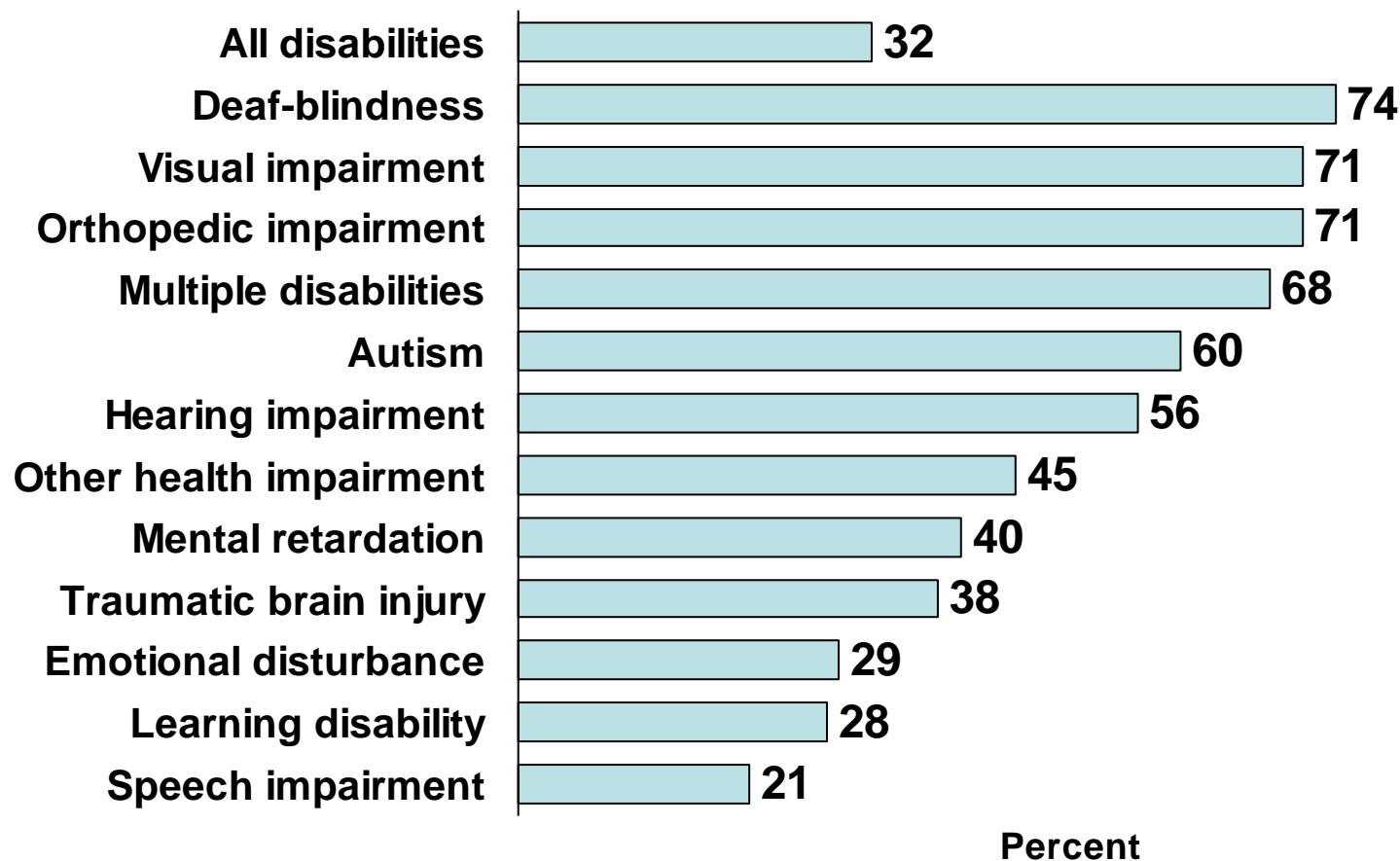
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003, National Institute of Child Health and Human Development, National Longitudinal Study of Adolescent Health, Wave 1 youth survey, 1998

Youth's feelings of depression, by disability category



■ Most or all the time
 ■ A lot of the time
 ■ Sometimes
 ■ Rarely or never

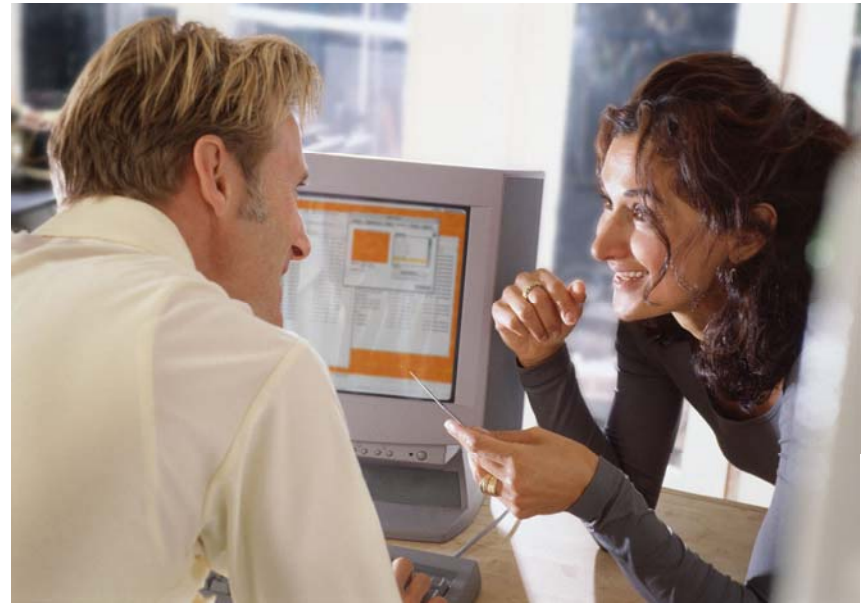
Youth perceive themselves to have a disability or special need



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) student assessment, 2001 and 2003.

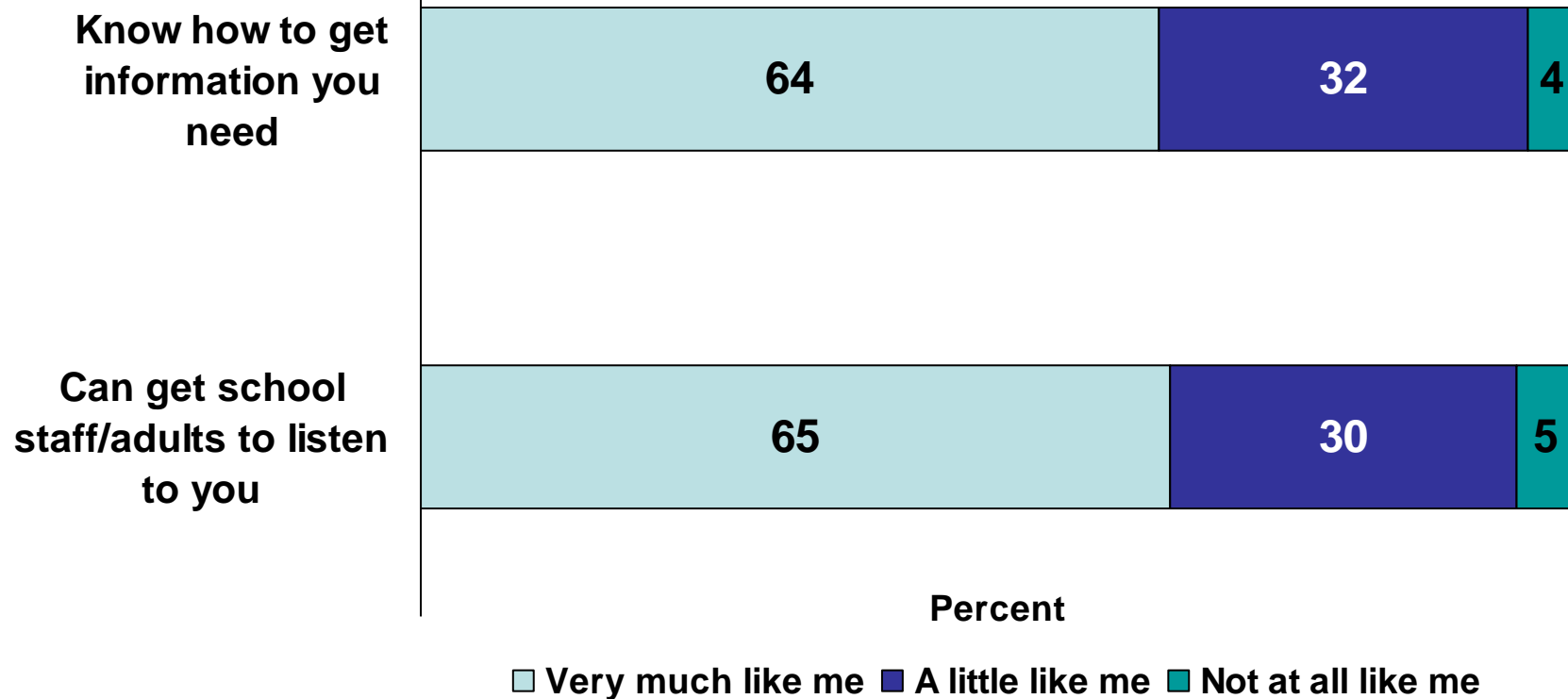
Self-determination of youth with disabilities

- **Self-advocacy**
- **Understands service needs**
- **Acknowledges disability**
- **Communicates with professionals about services**
- **ARC Self-determination Scale**
- **Relationship to involvement in transition planning**



Youth with disabilities' feelings of self-advocacy

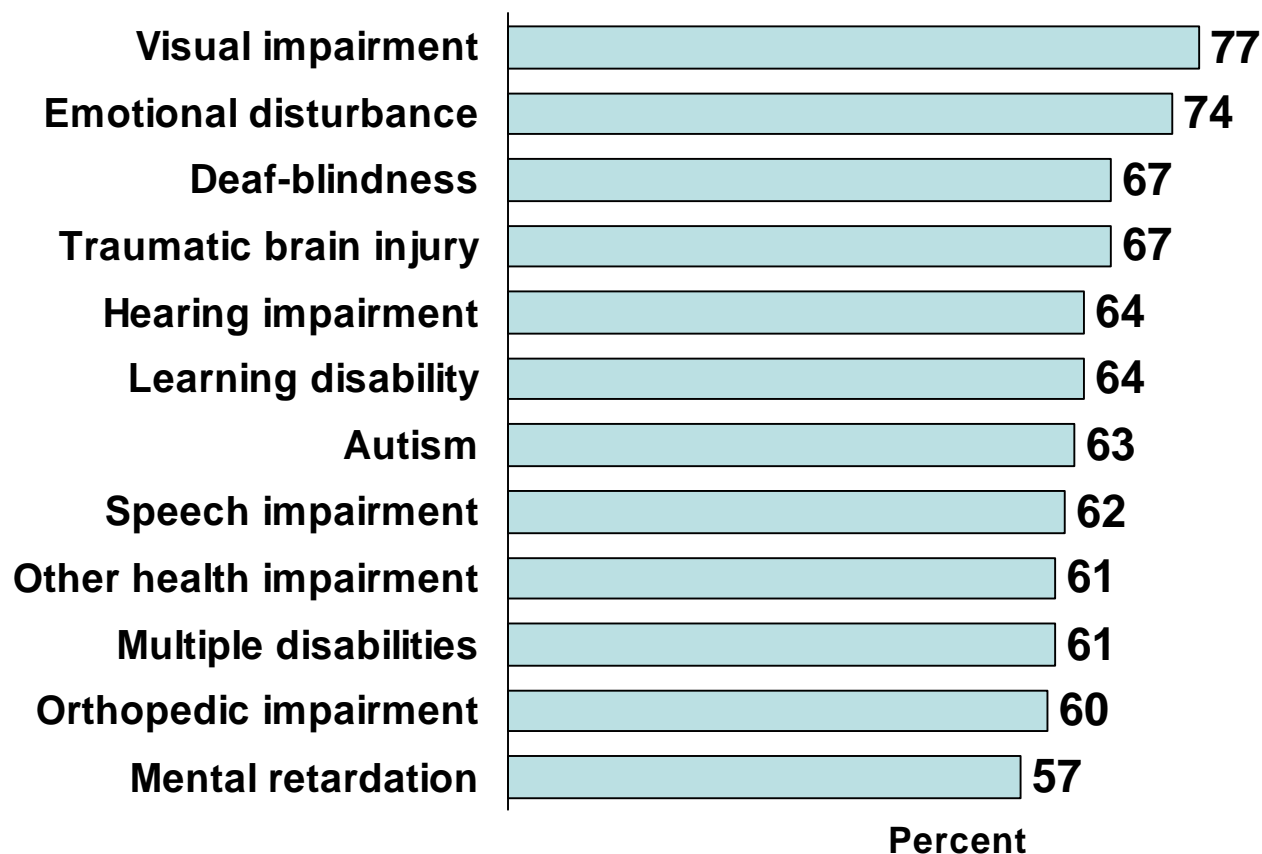
How much the following statements are “like you:”



Percent

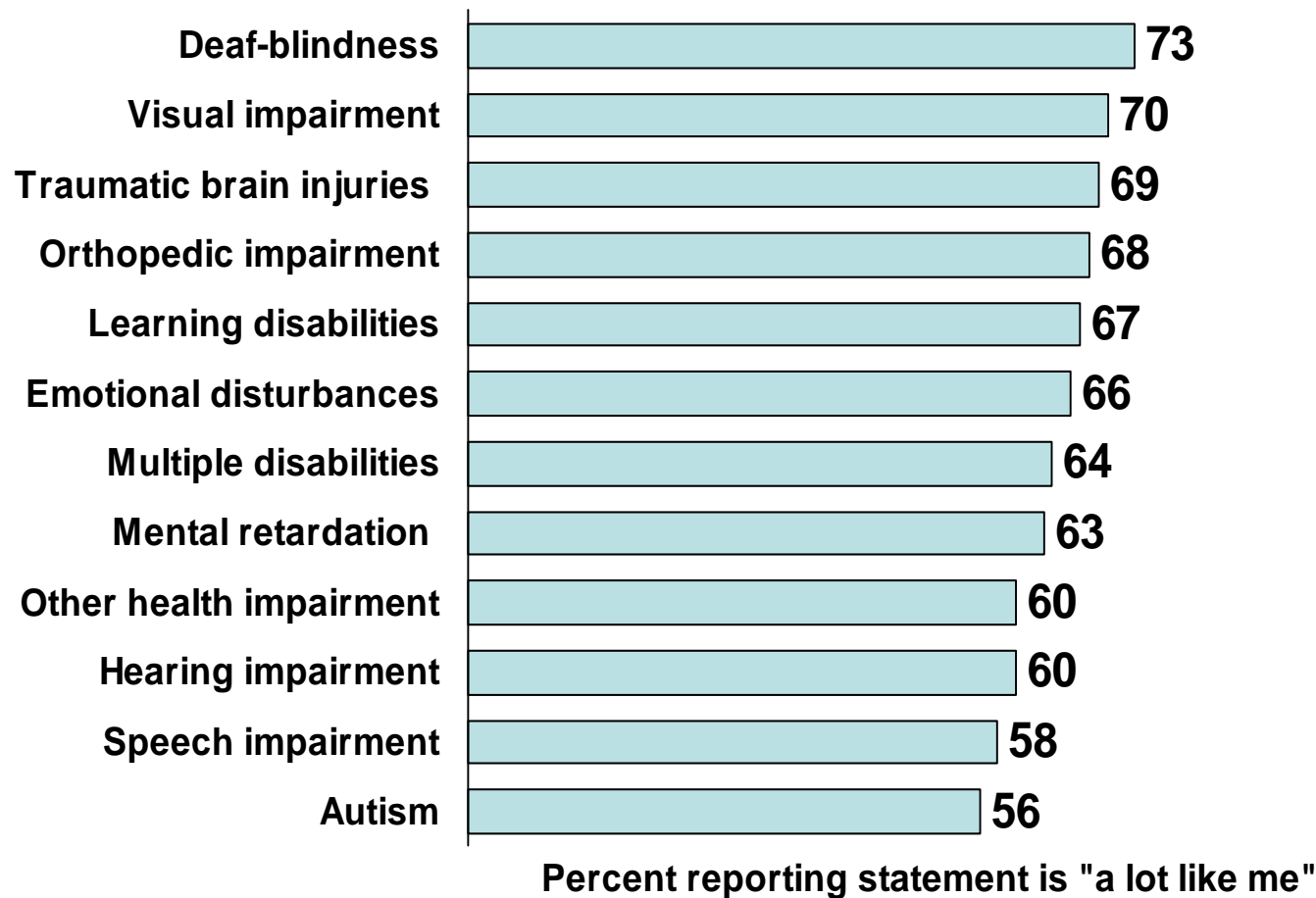
Very much like me A little like me Not at all like me

Youth with disabilities' report that they know how to get information they need, by disability category



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth telephone interviews/survey, 2003.

Youth with disabilities' report that they can get school staff/adults to listen to them, by disability category



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth telephone interviews/survey, 2003.

Self-advocacy regarding their disability of youth who report disability

Know what services he or she needs for dealing with disability

69

How often tells professionals opinions on services they provide:

Often

32

Sometimes

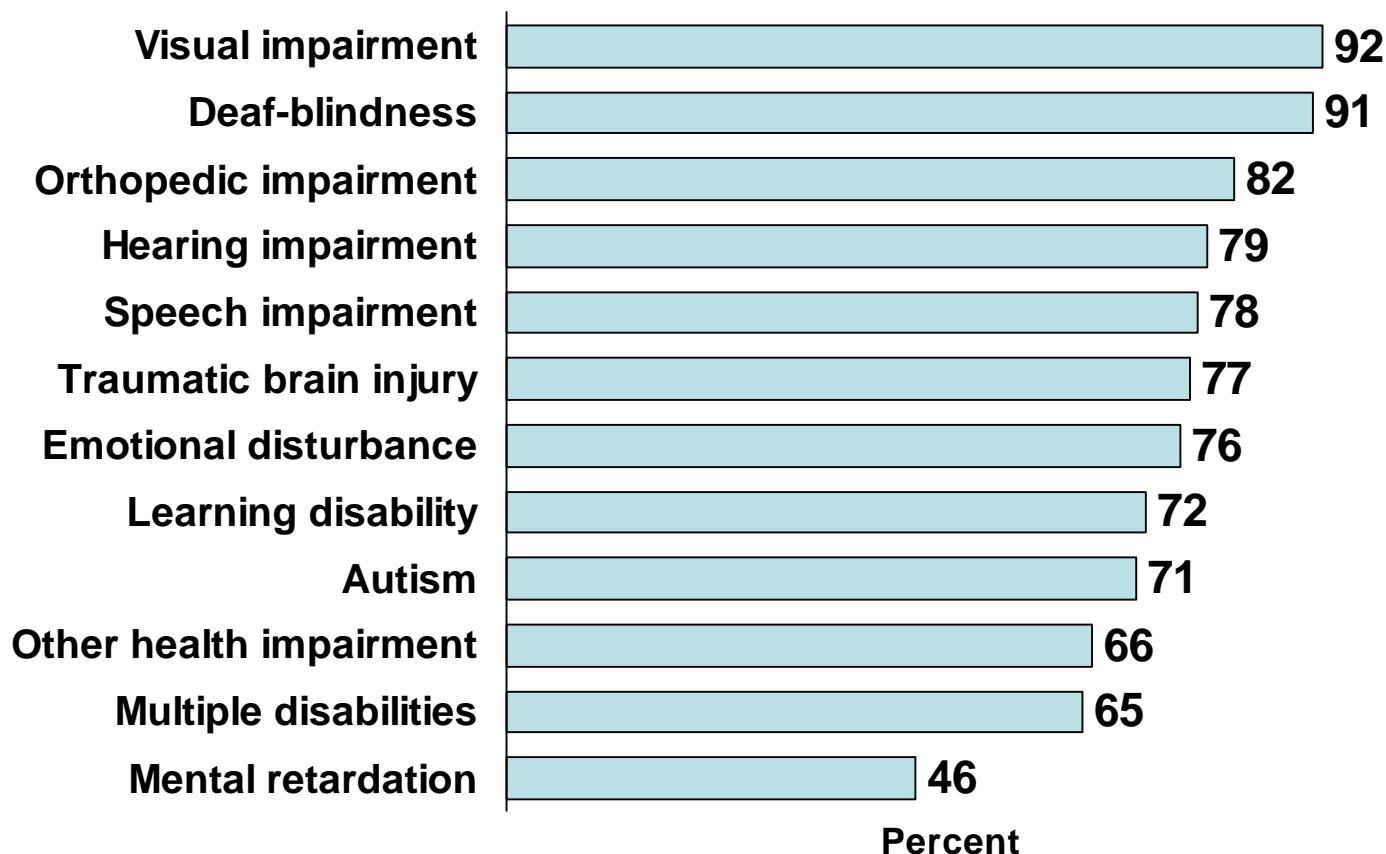
36

Hardly ever

32

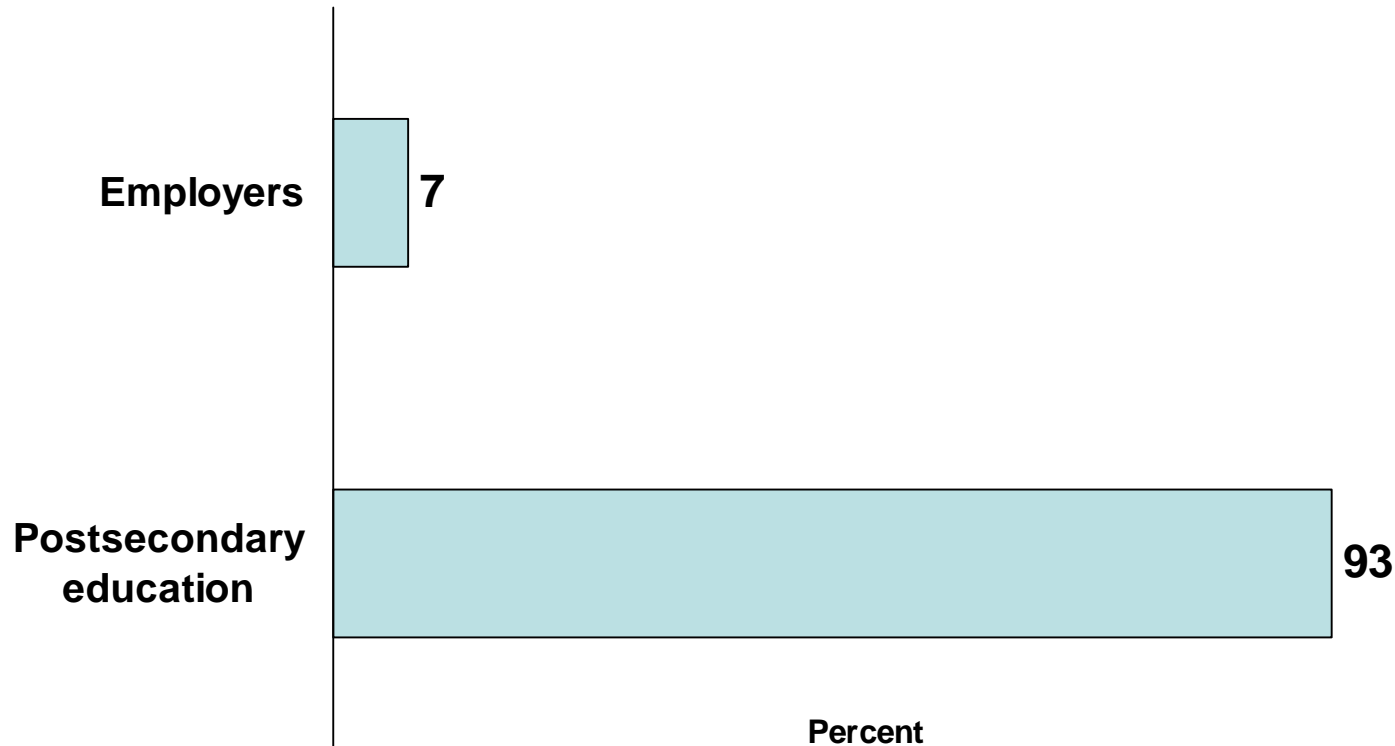
Percent

Knowledge of services needed by youth who report disability, by disability category



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth telephone interviews/survey, 2003.

Employer and/or postsecondary education institution's awareness of their disability for youth who report disability



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth telephone interviews/survey, 2003.

Personal autonomy items

- I keep my own personal items together
- I keep good personal care and grooming
- I make friends with other kids my age
- I keep my appointments and meetings
- I plan weekend activities that I like to do
- I am involved in school-related activities
- I volunteer for things that I am interested in
- I go to restaurants that I like
- I choose gifts to give to family and friends
- I choose how to spend my personal money

Autonomy in career planning items

- I work on schoolwork that will improve my career chances.
- I do school and free time activities based on my career interests.
- I make long-range career plans.
- I work or have worked to earn money.
- I am in or have been in career or job classes or training

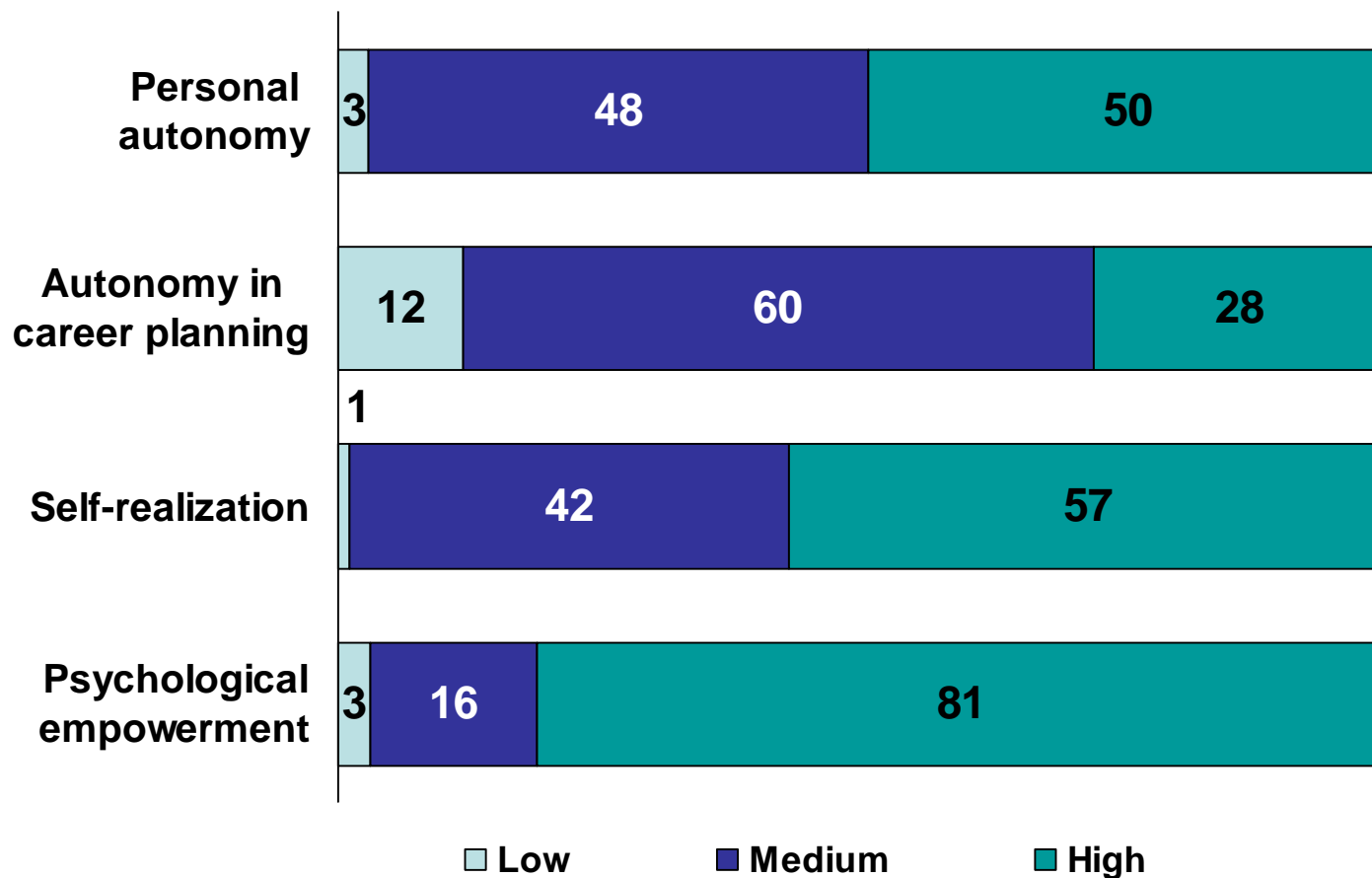
Self-realization items

- I can like people even if I don't agree with them.
- I know what I do best.
- I like myself.
- I know how to make up for my limitations.
- I am confident in my abilities

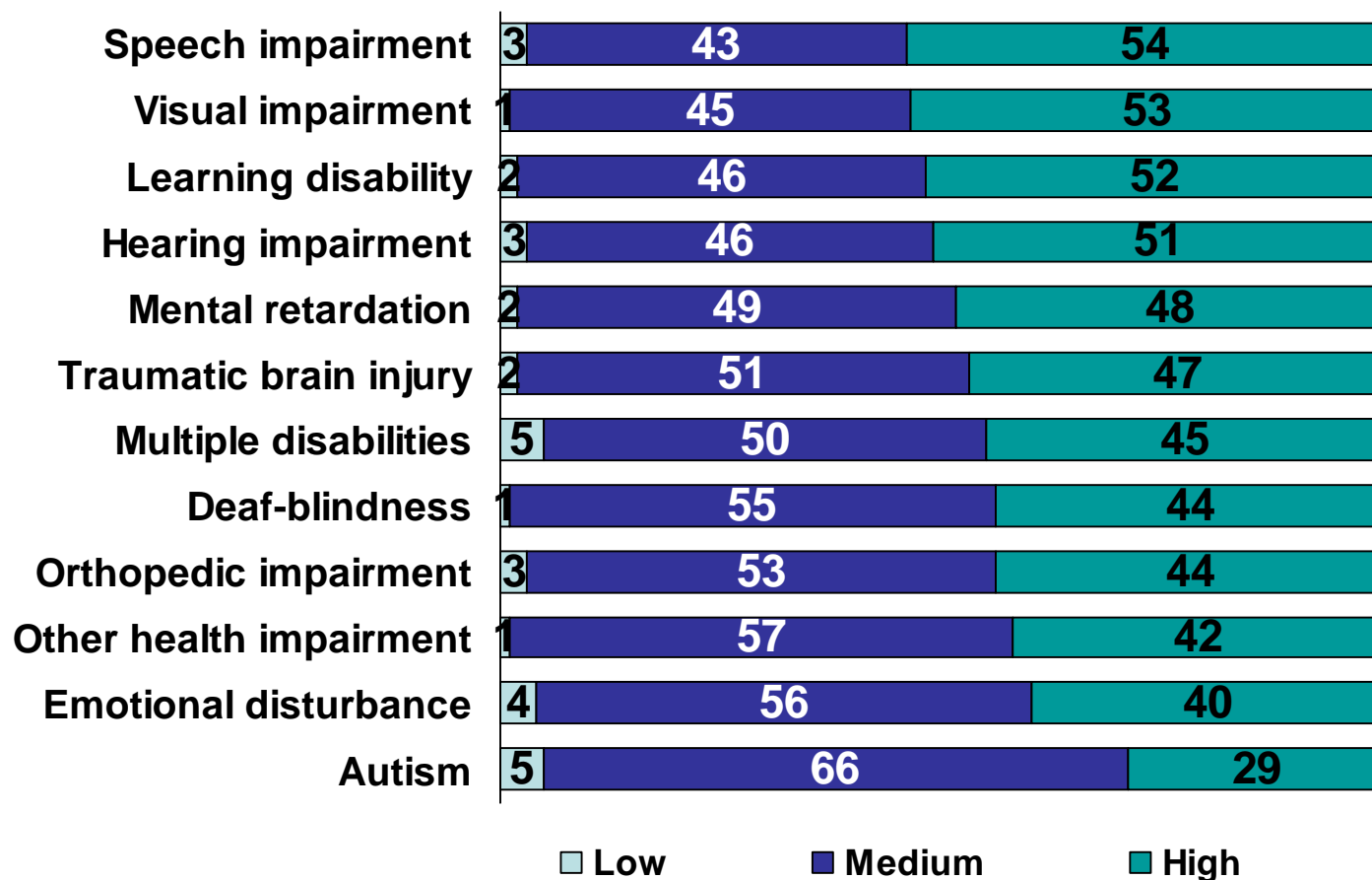
Psychological empowerment items

- I tell others when I have a new or different opinion, or I usually agree with others' opinions and/or ideas.
- I can make my own decisions, or Other people make decisions for me.
- I can get what I want by working hard, or I need good luck to get what I want.
- I keep trying even after I get something wrong, or It is no use to keep trying because it will not work.
- I usually make good choices, or I usually do not make good choices.
- I will be able to make choices that are important to me, or My choices will not be honored.

Self-determination scores of youth with disabilities

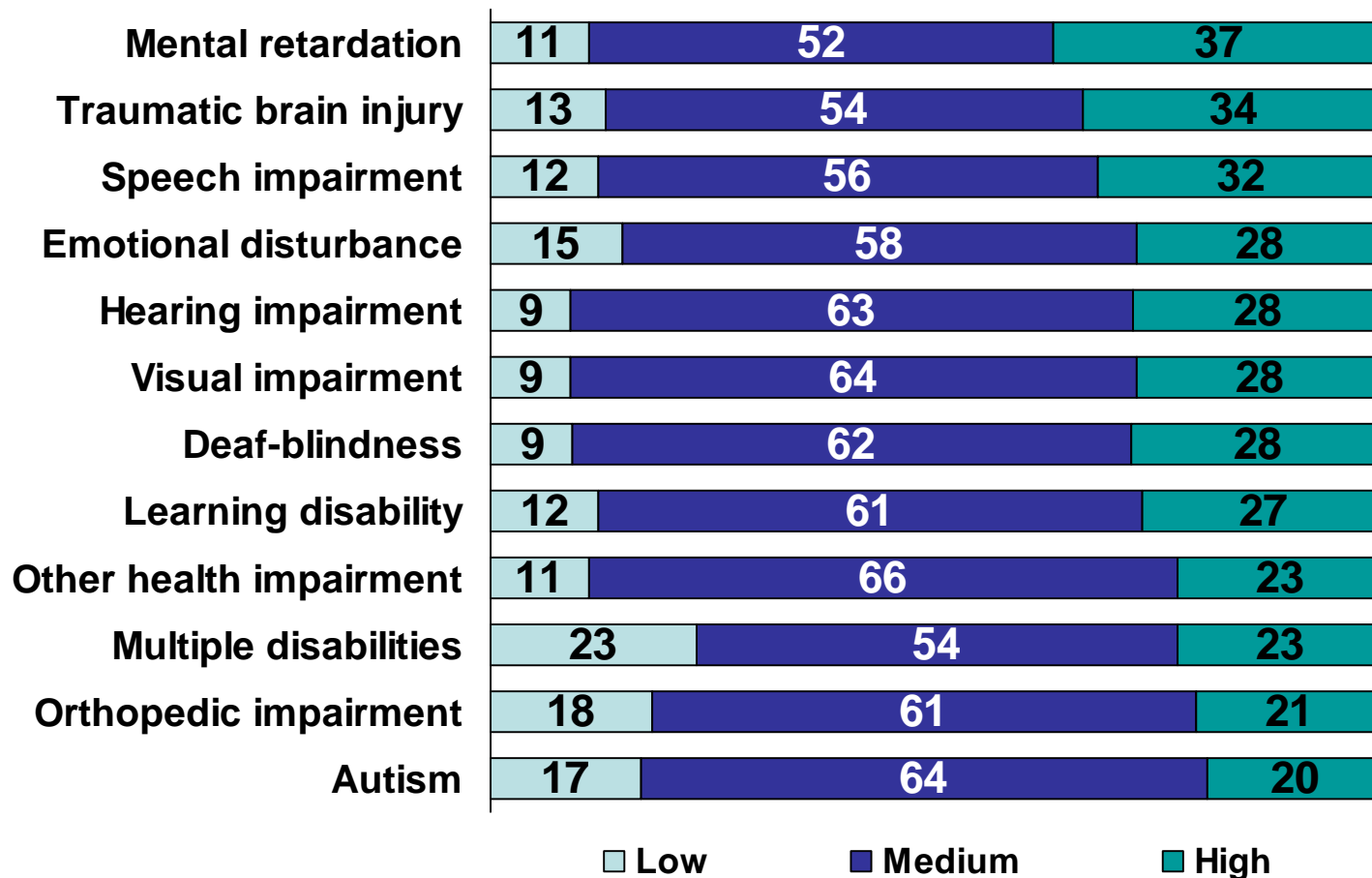


Personal autonomy scores, by disability category



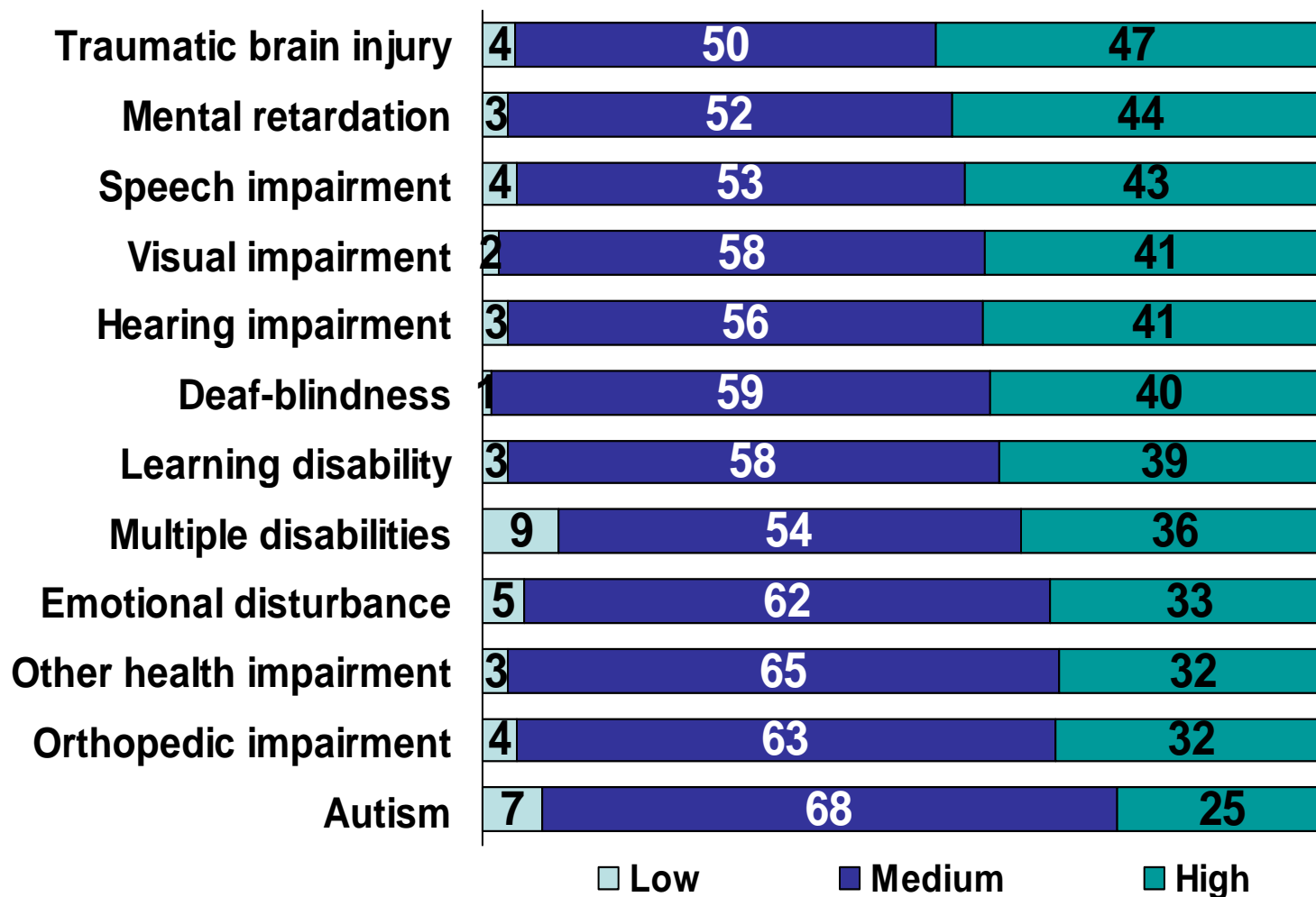
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) student assessment 2002 and 2004.

Autonomy in career planning scores, by disability category



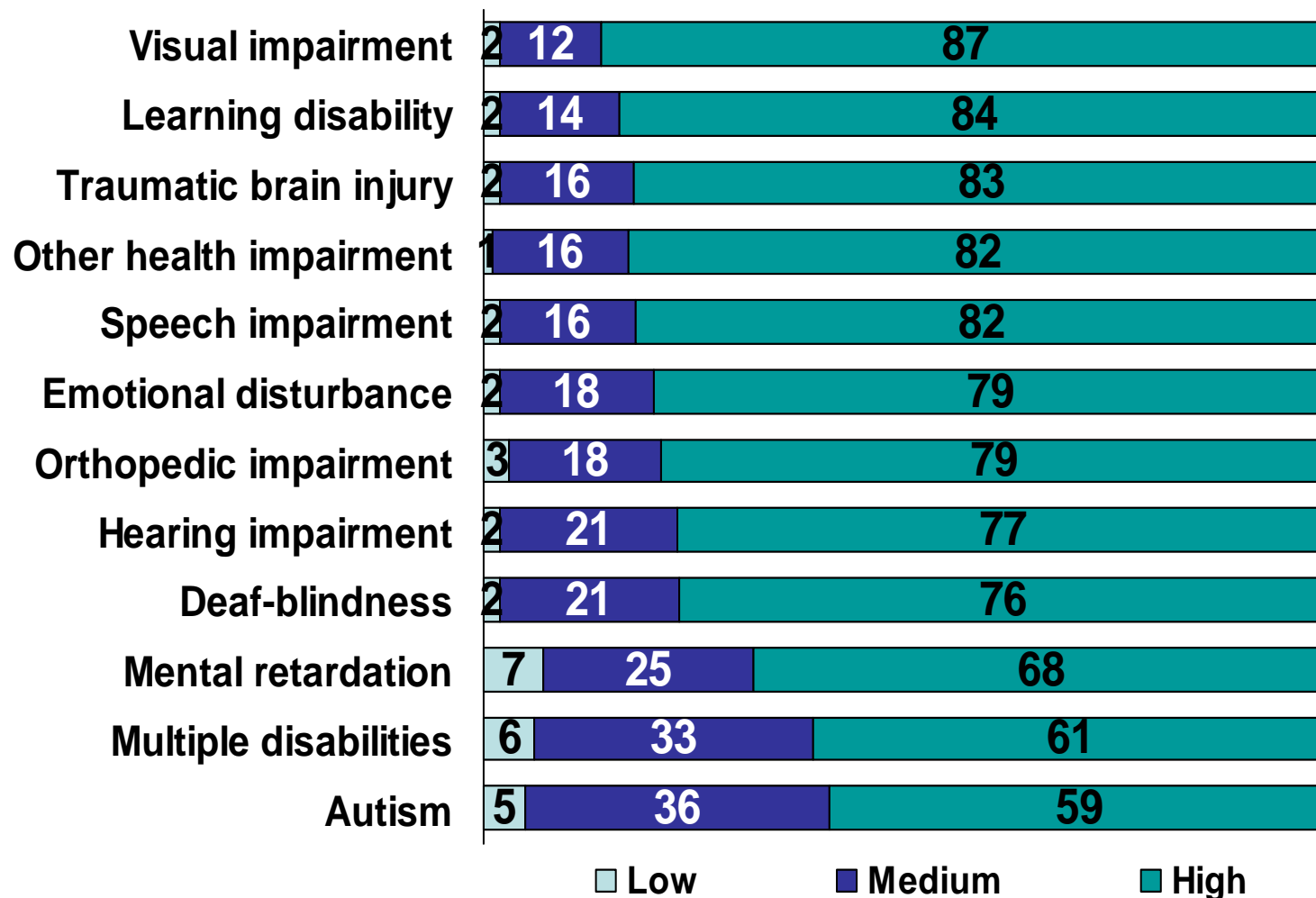
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) student assessment 2002 and 2004.

Self-realization scores, by disability category



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) student assessment 2002 and 2004.

Psychological empowerment scores, by disability category



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) student assessment 2002 and 2004.

Self-determination and transition planning

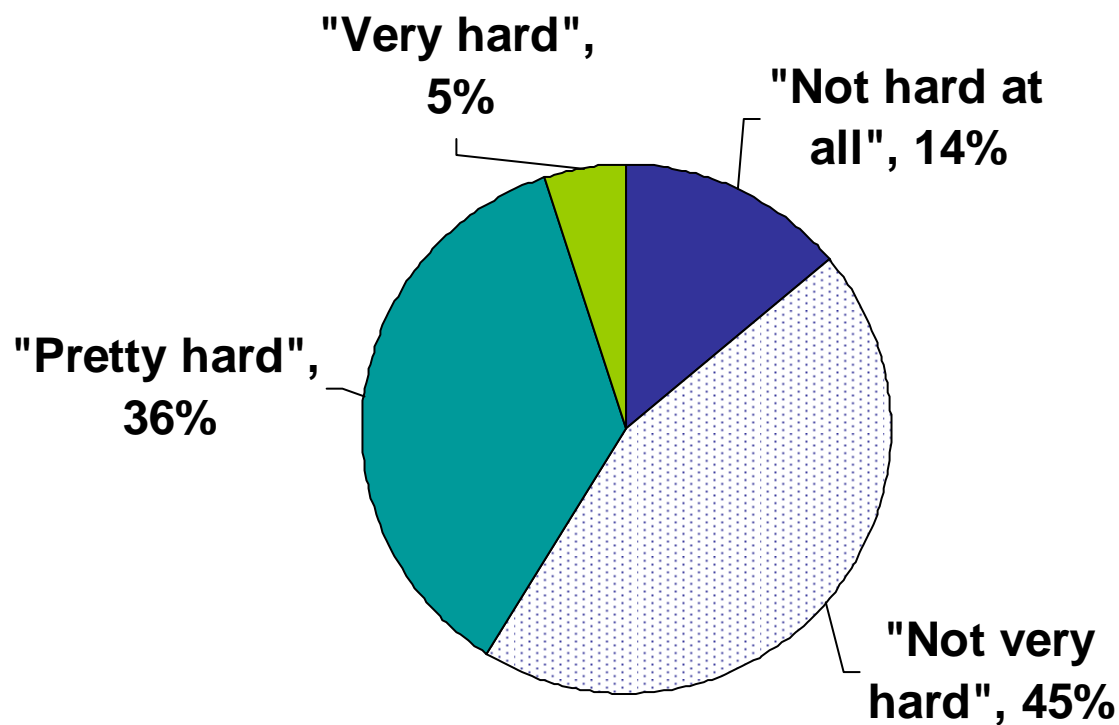
- **Youth with higher self-determination scores in several domains are more likely to be actively engaged in class and in planning for their transition to adult life**
 - **Youth more likely to ask for what they need in class:**
 - High scores vs. low scores on psychological empowerment (29 percent vs. 5 percent, $p < .05$)
 - **Youth more likely to take a leadership role in transition planning with:**
 - High scores vs. medium scores on personal autonomy (20 percent vs. 2 percent, $p < .05$)
 - High scores vs. low scores on psychological empowerment (24 percent vs. 1 percent, $p < .001$)
 - High scores vs. low scores on self-realization (24 percent vs. 3 percent, $p < .05$)

Views of school

- Academic challenges
- Relationships at school
- Participation at school
- Receipt of services from school

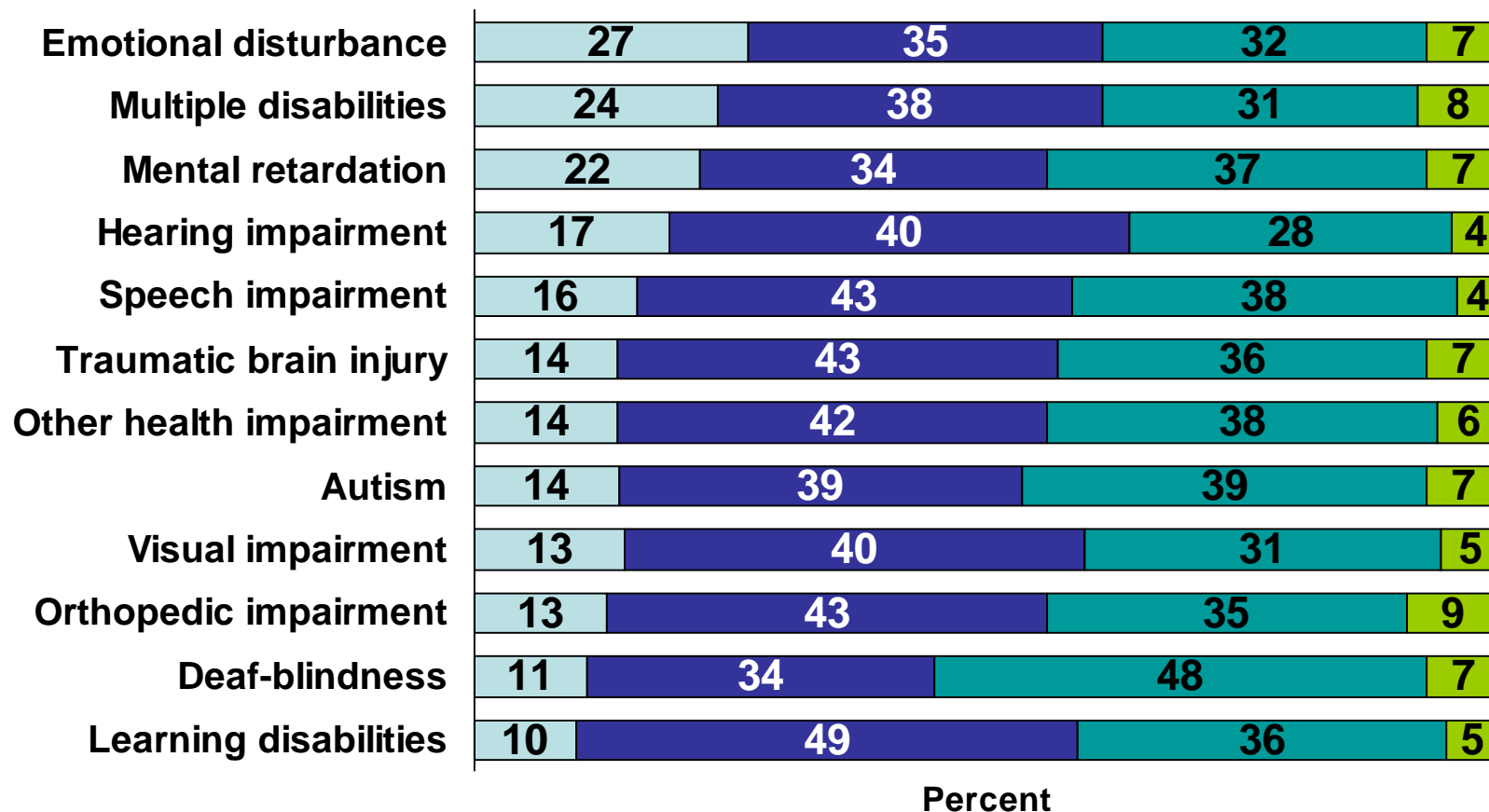


Youth with disabilities' perceptions of school difficulty



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003

Perceptions of difficulty of school, by disability category



■ Not at all hard
 ■ Not very hard
 ■ Pretty hard
 ■ Very hard

Youth with disabilities' academic challenges

In 2002-03 school year, how often youth had trouble:

Paying attention in school

Youth with disabilities



General population



Finishing homework

Youth with disabilities



General population

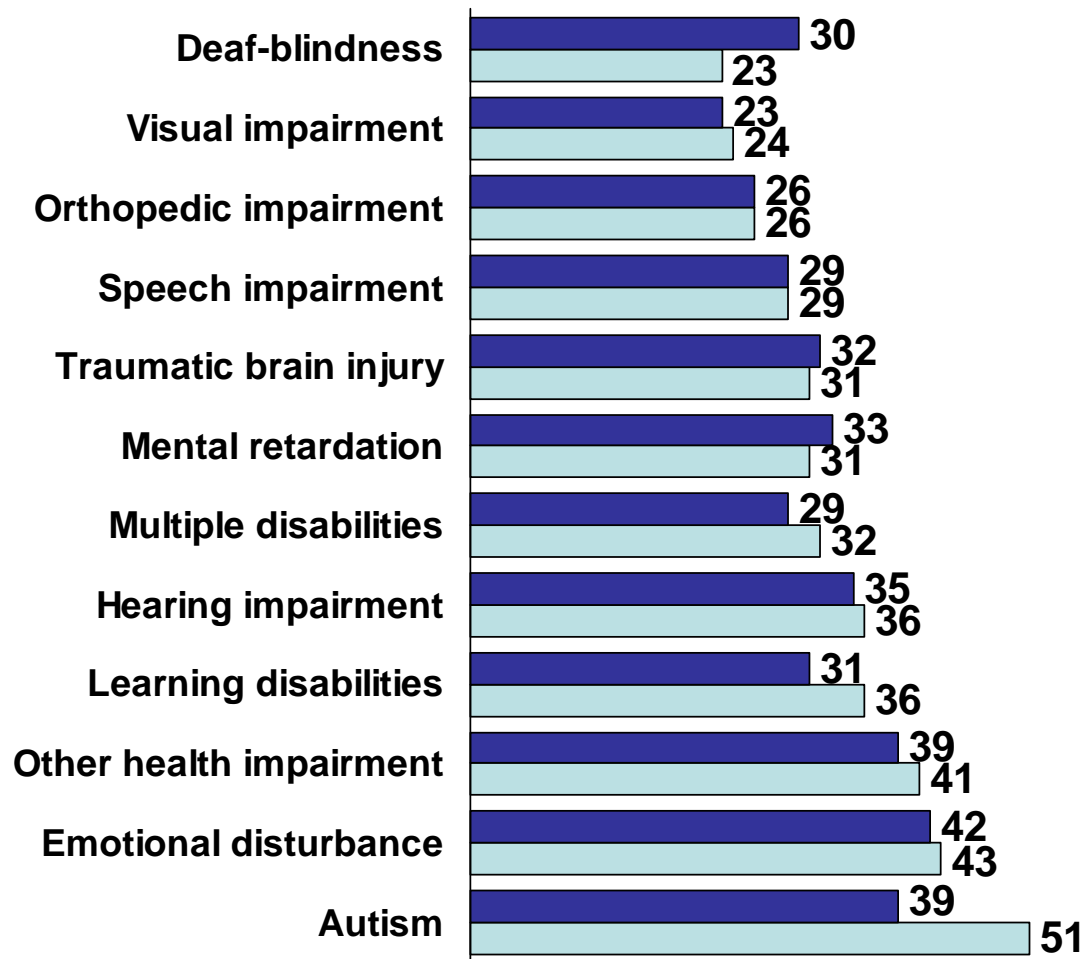


Percent

■ Never
 ■ A few times
 ■ At least weekly but not daily
 ■ Daily

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003. National Institute of Child Health and Human Development, National Longitudinal Study of Adolescent Health, Wave 2 youth survey, 1998.

Youth's perceptions of academic challenges, by disability category



Percentage having trouble weekly or more often with:

■ Finishing homework ■ Paying attention at school

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003.

Youth with disabilities' social challenges at school

During the school year, how often youth had trouble:

Getting along with teachers

Youth with disabilities



Parents of youth with disabilities



General population



Getting along with students

Youth with disabilities



Parents of youth with disabilities



General population

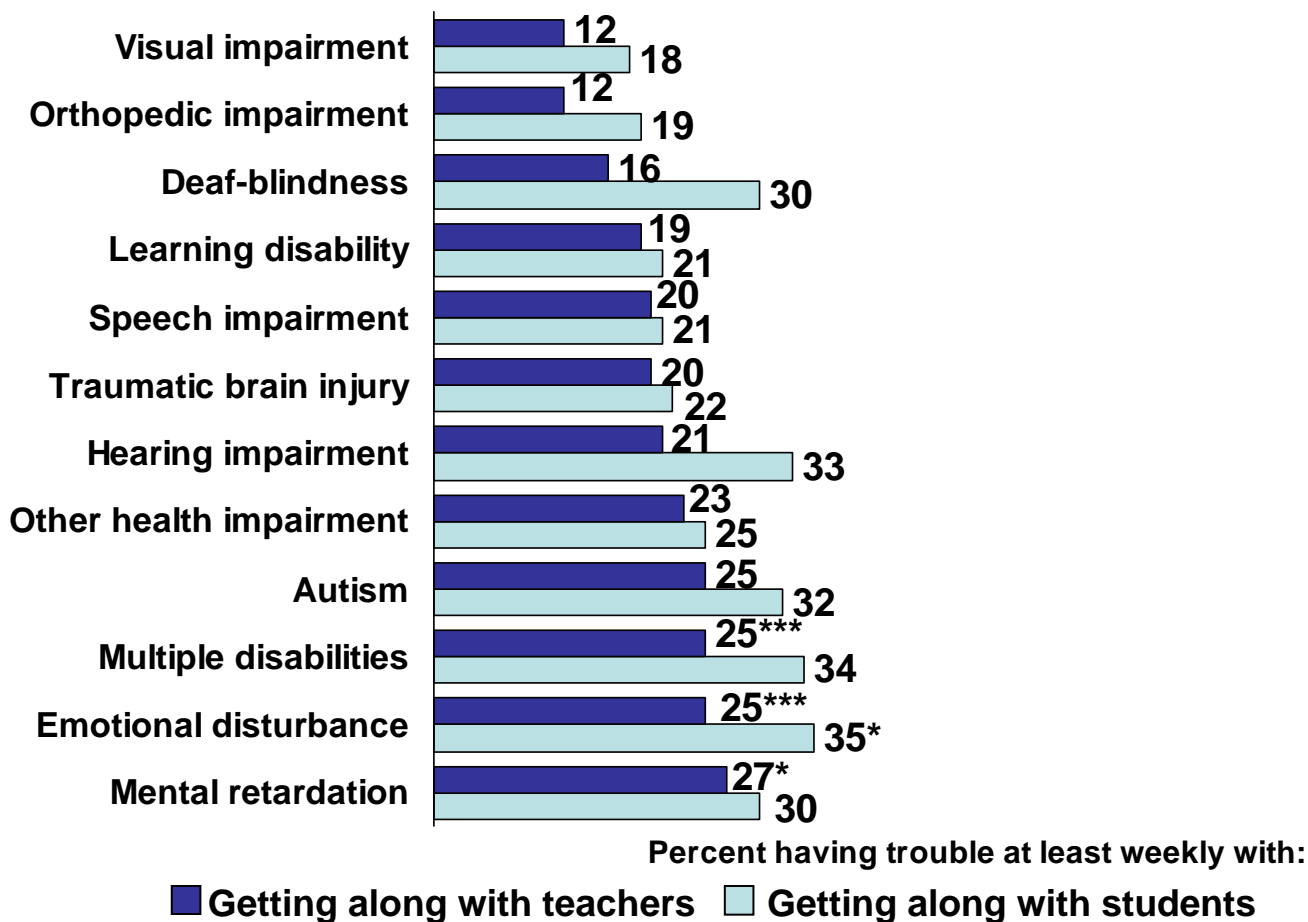


Percent

■ Never
 ■ A few times
 ■ At least weekly but not daily
 ■ Daily

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 1 parent and Wave 2 youth interviews/survey, 2001 and 2003, National Institute of Child Health and Human Development, National Longitudinal Study of Adolescent Health, Wave 2 youth survey, 1998

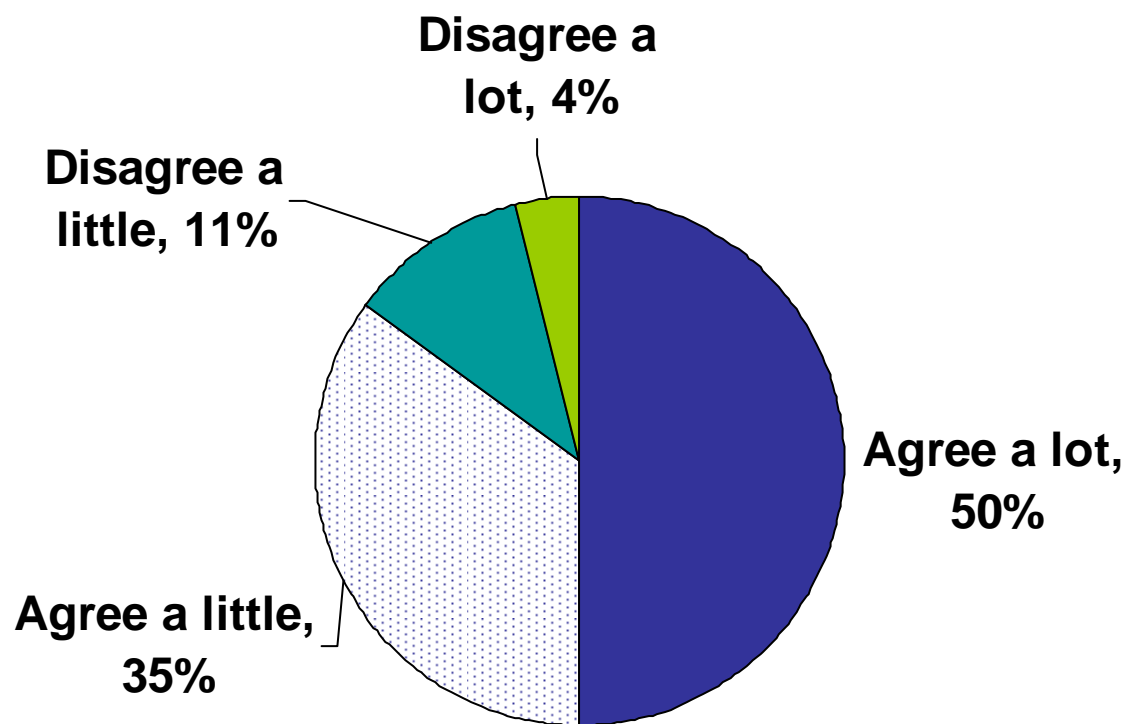
Youth's perceptions of social challenges, by disability category



Statistical significance: * $p < .05$; *** $p < .001$.

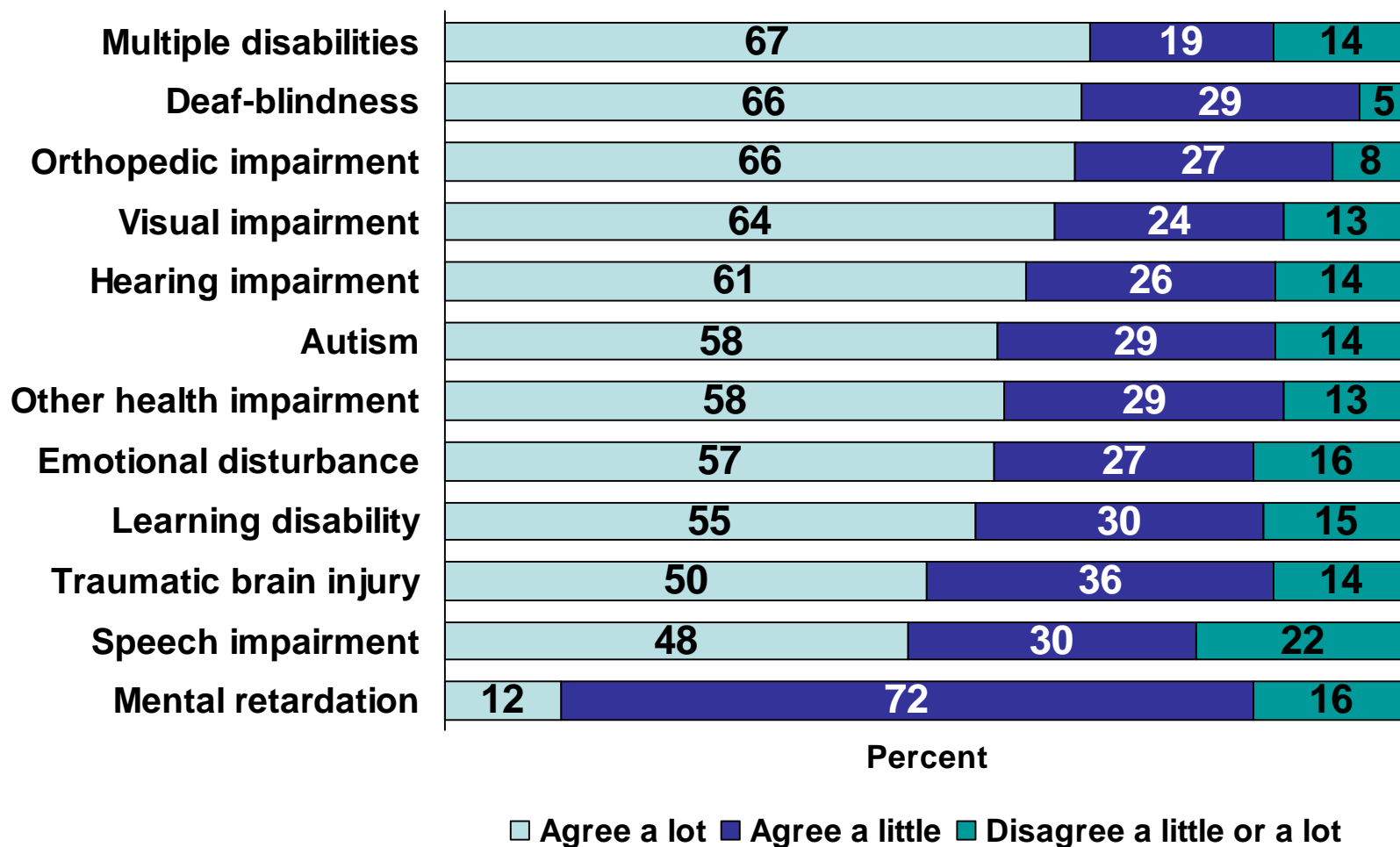
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003

Youth with disabilities' perceptions of there being an adult at school who cares about them

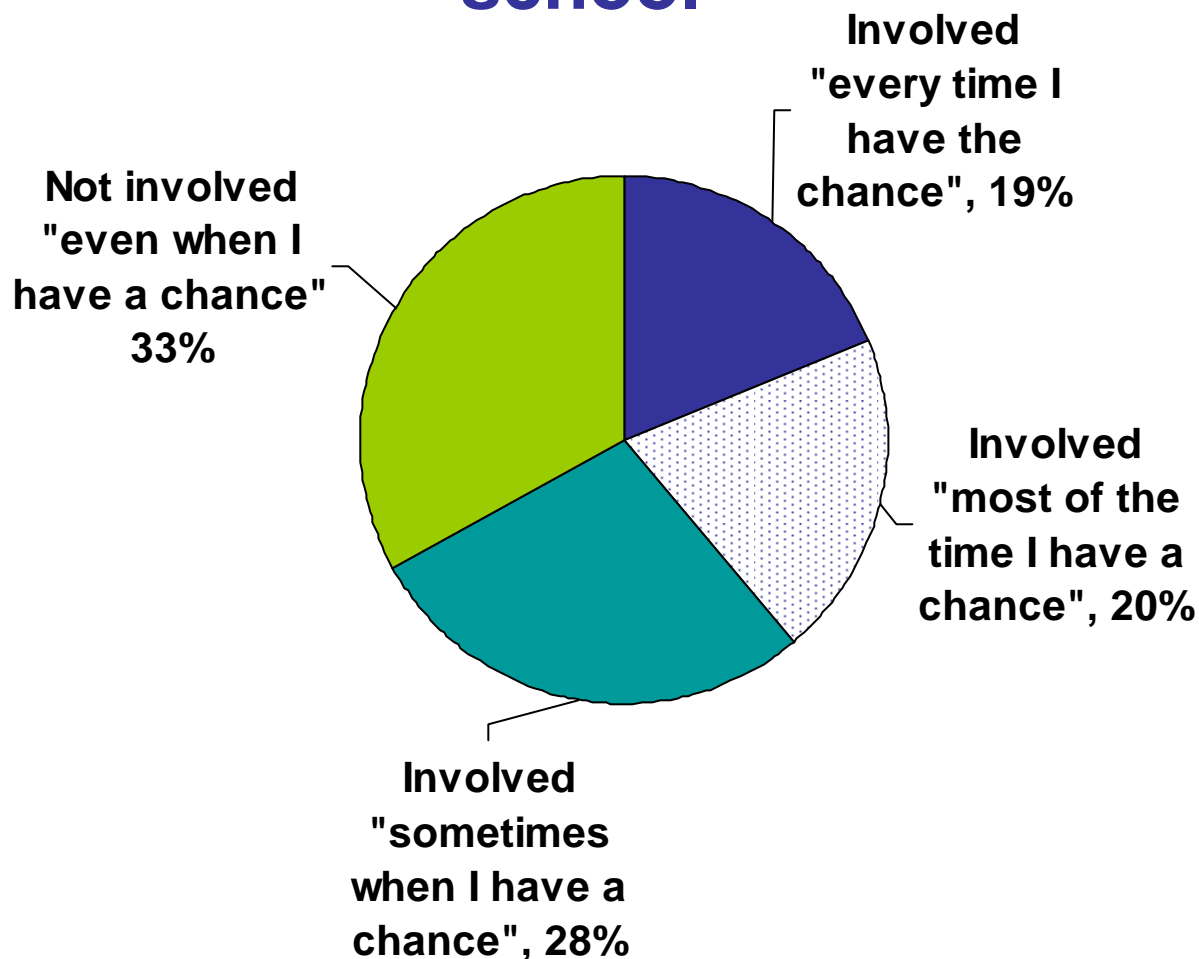


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003

Youth's reports of there being an adult at school who cares about them, by disability category

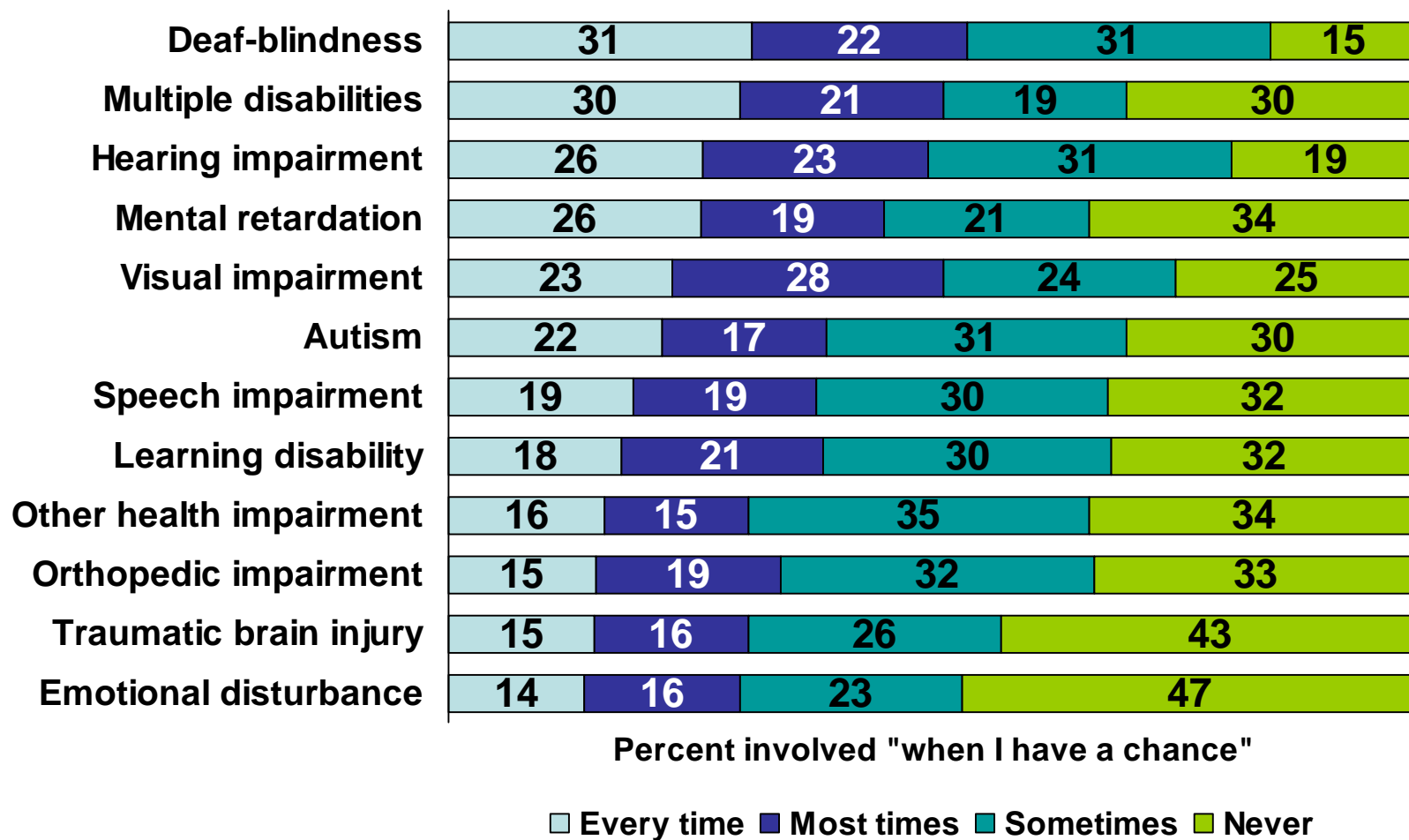


Youth with disabilities' levels of involvement at school



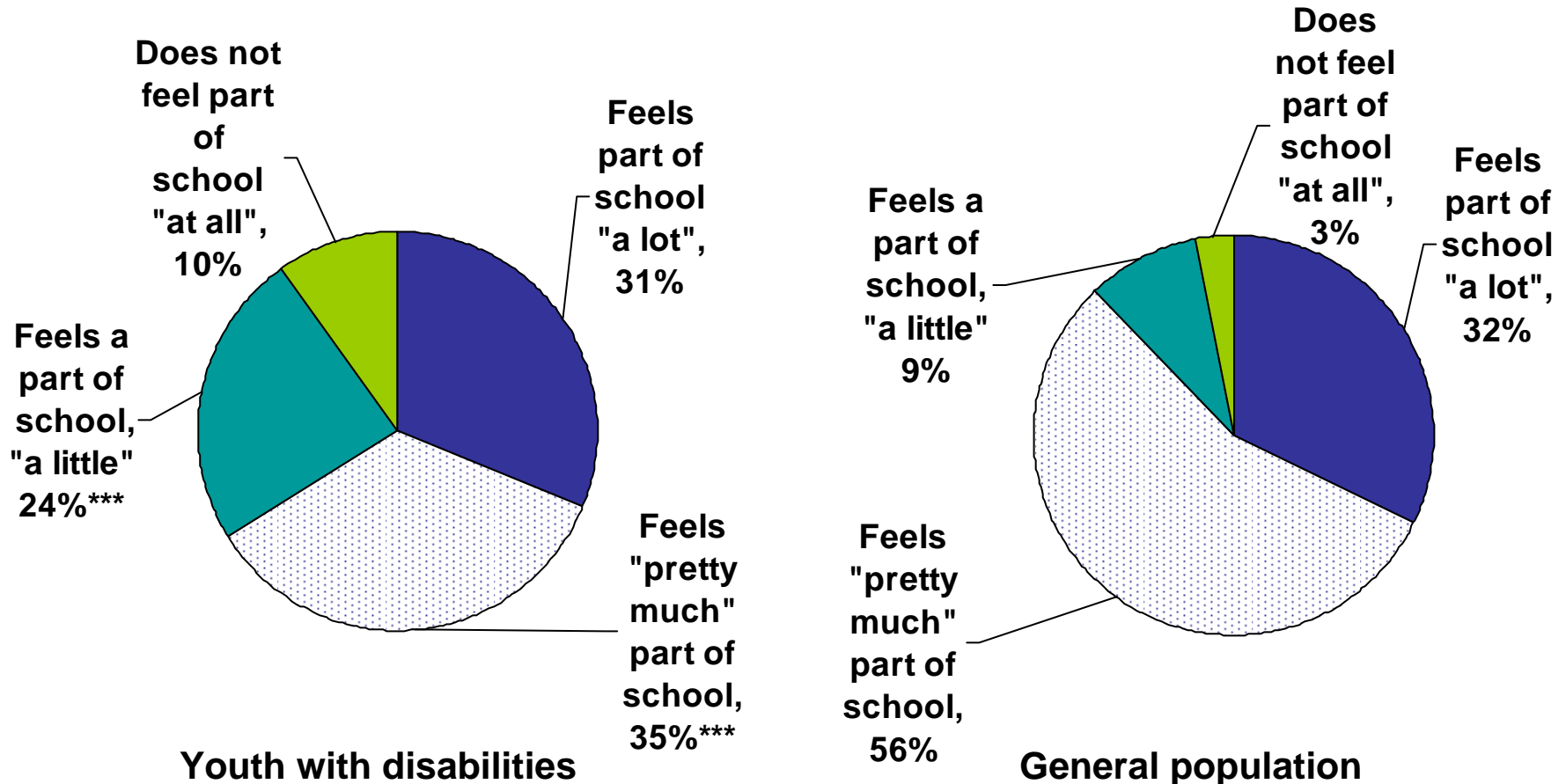
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003

Frequency of involvement at school, by disability category



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) youth in-person interviews, 2002 and 2004

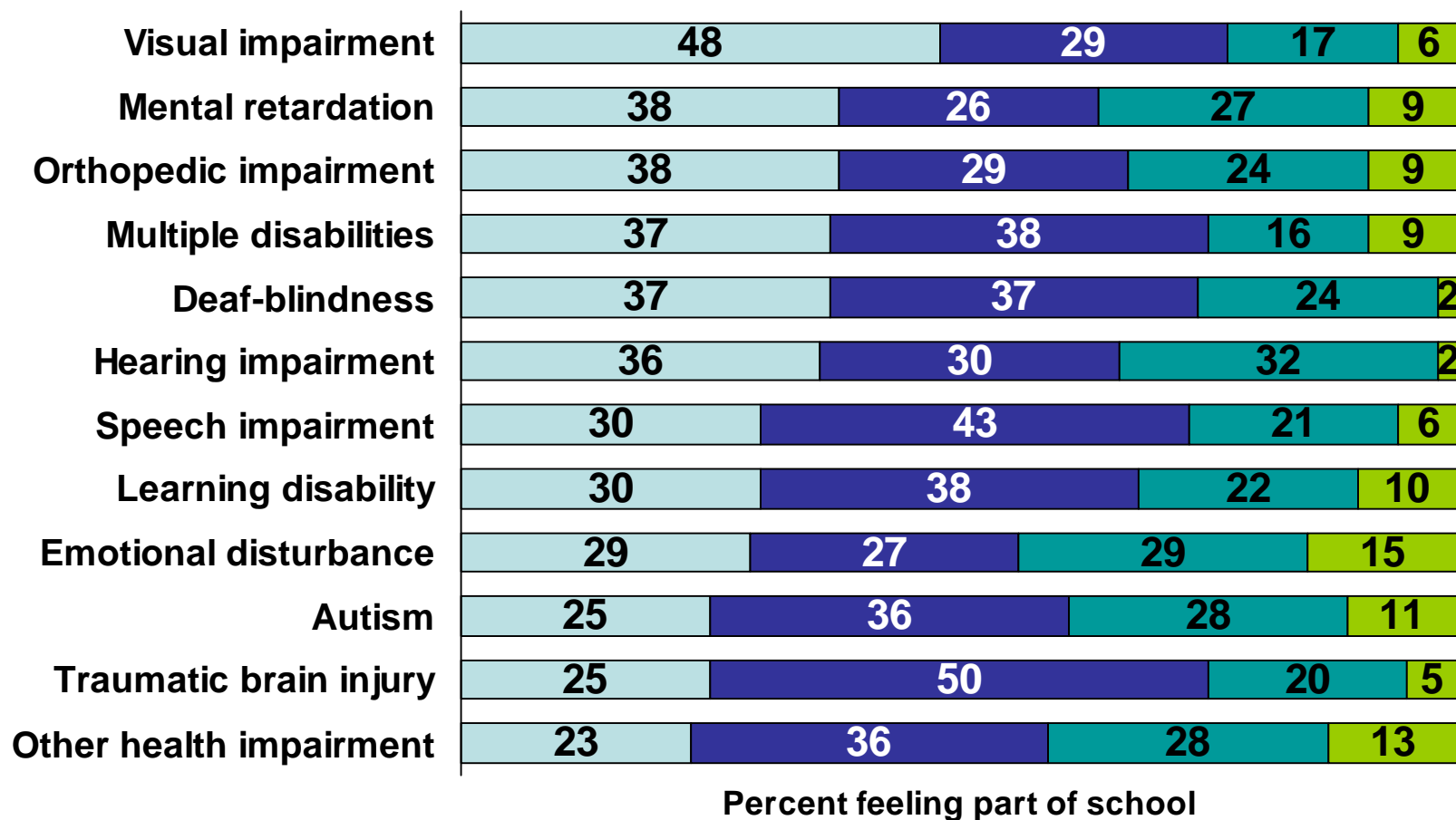
Feelings of being part of their school of youth with disabilities and the general population



Statistical significance: *** $p < .001$ for comparison of youth with disabilities and in the general population.

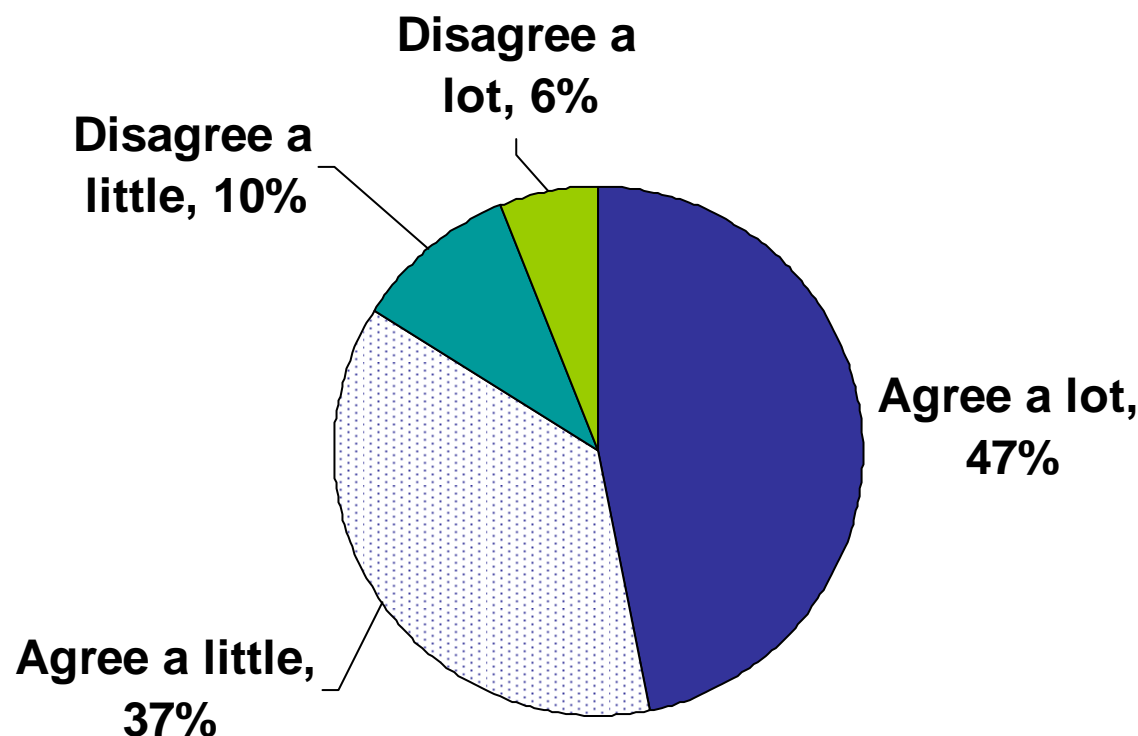
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003, National Institute of Child Health and Human Development, National Longitudinal Study of Adolescent Health, Wave 2 youth survey, 1998

Feeling “part of school,” by disability category



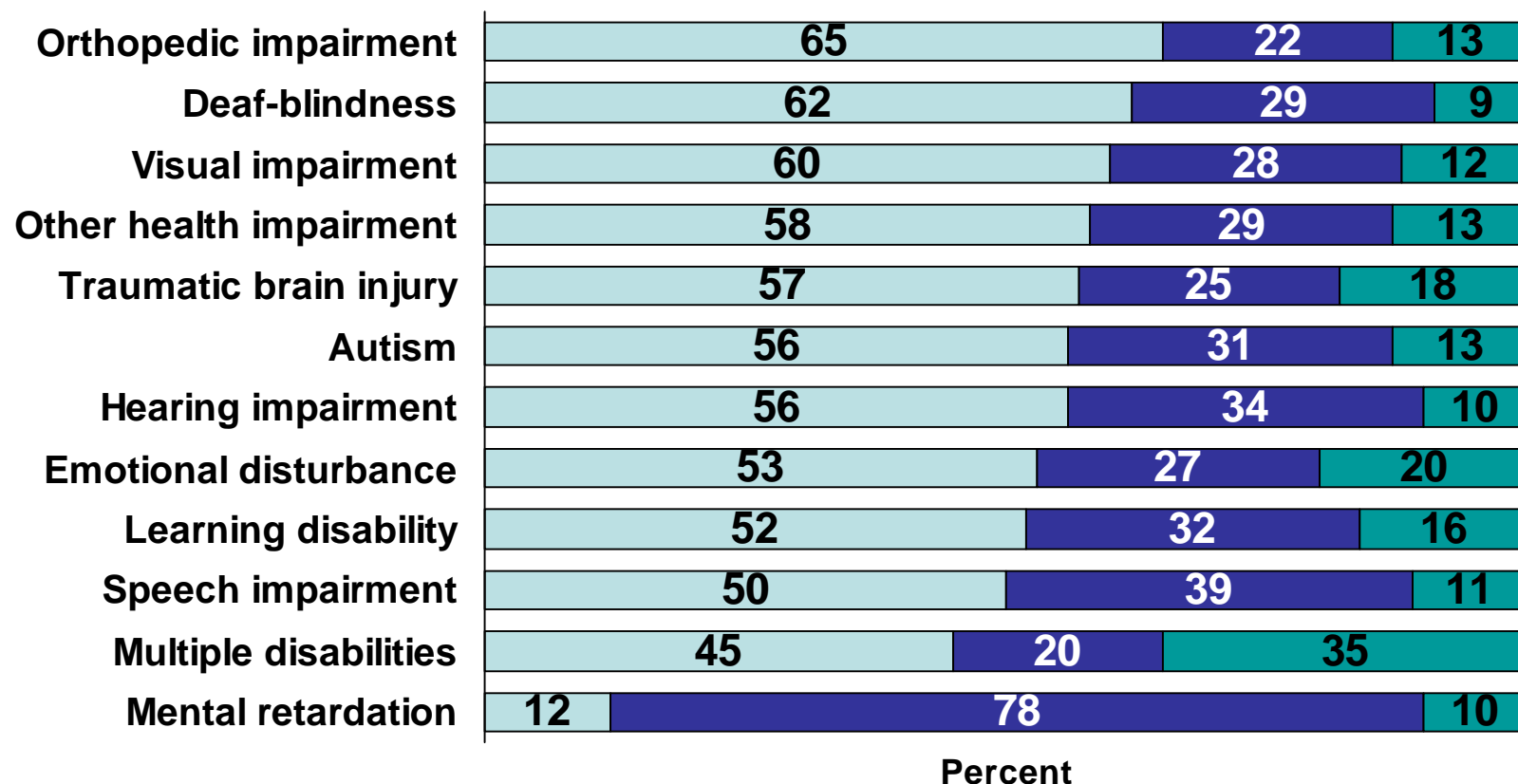
■ A lot
 ■ Pretty much
 ■ A little
 ■ Not at all

Youth with disabilities' perceptions of getting needed services and support from school



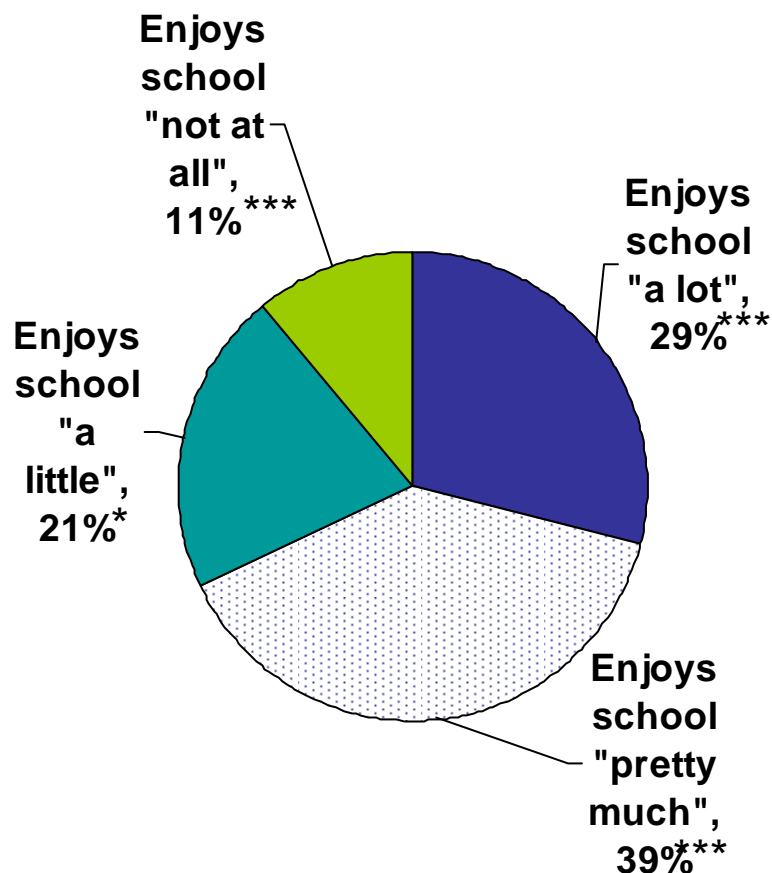
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003

Youth's reports of receiving needed services and support at school, by disability category

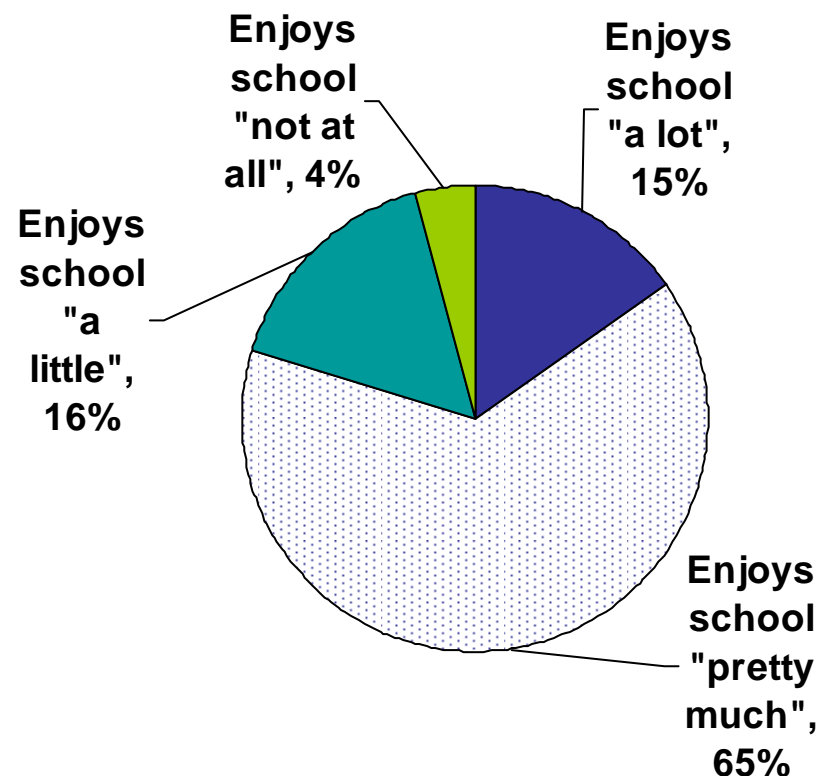


■ Agree a lot
 ■ Agree a little
 ■ Disagree a little or a lot

Youth with disabilities' enjoyment of school



Youth with disabilities

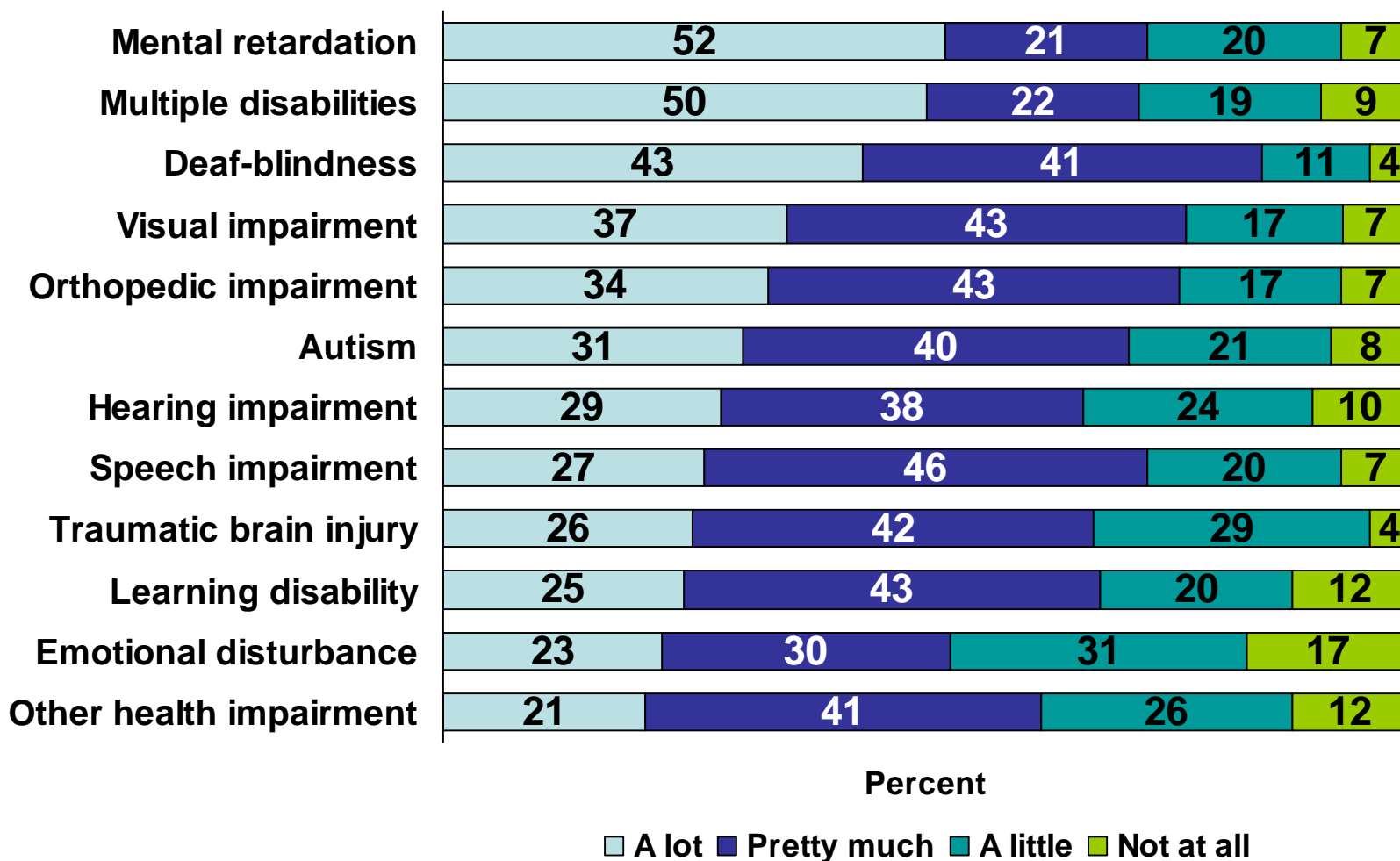


General population

Statistical significance: * $p < .05$, *** $p < .001$ for comparisons of youth with disabilities and in the general population.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 1 parent and Wave 2 youth interviews/survey, 2001 and 2003, U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, parent interview, 1996

Enjoyment of school, by disability category



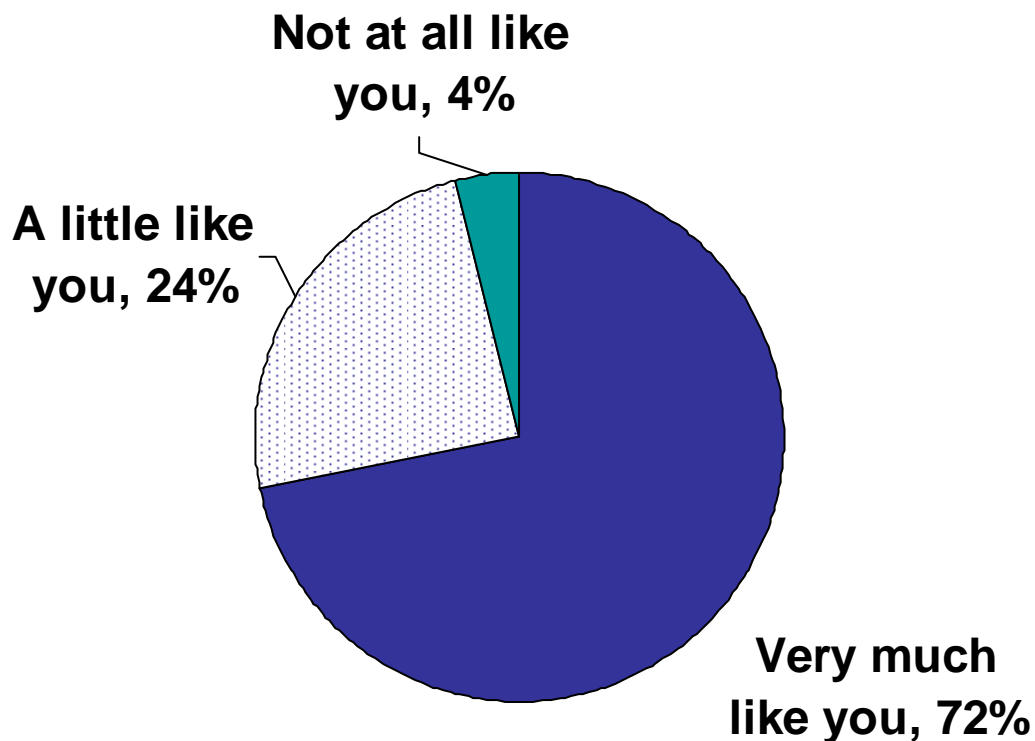
Personal relationships

- **What youth with disabilities say about:**
 - their ability to make friends; and
 - feelings of being liked, cared about, and paid attention to.



Youth with disabilities' views of the ease of making friends

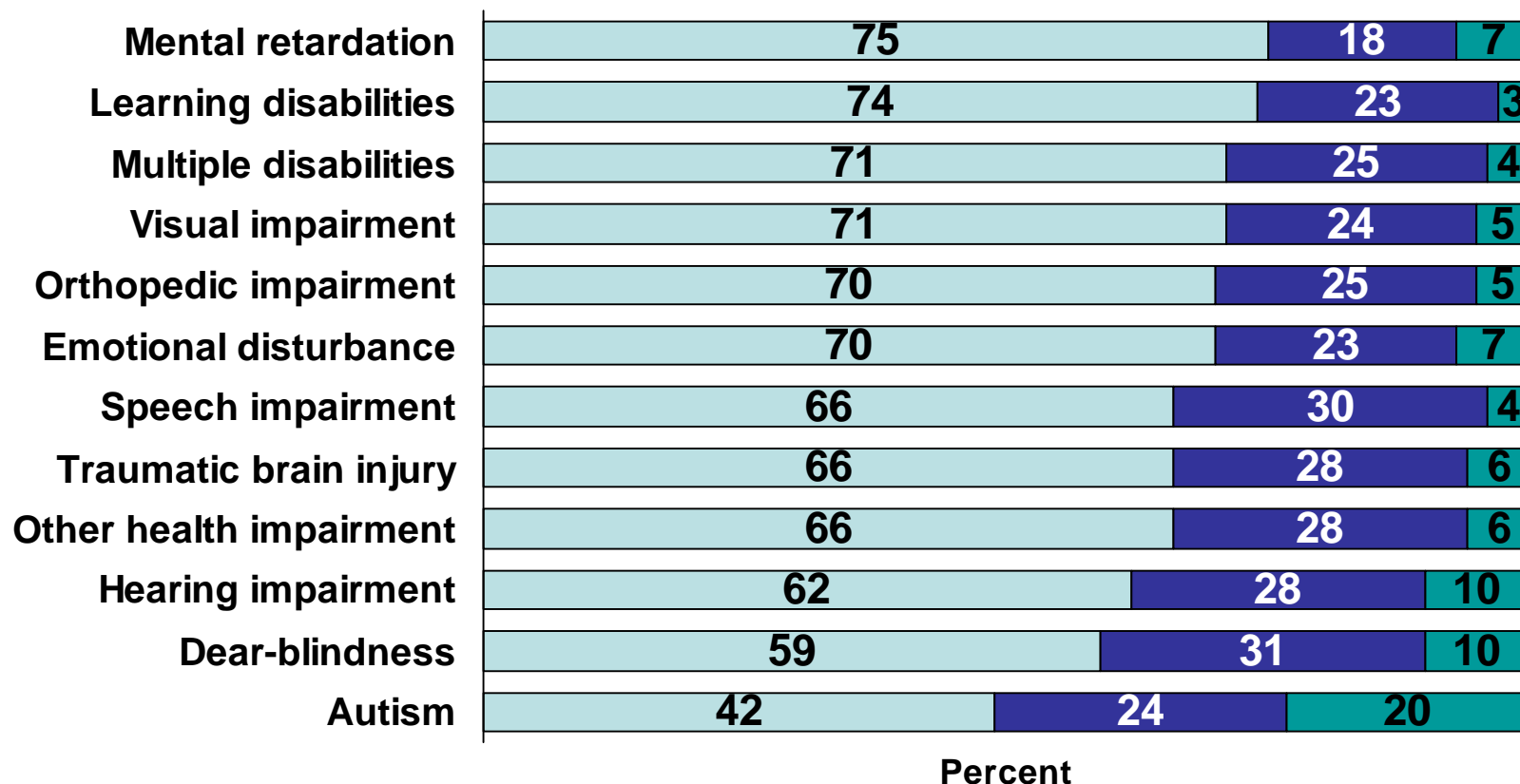
How much the statement, “you can make friends easily” is like you:



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003

Views of the ease of making friends, by disability category

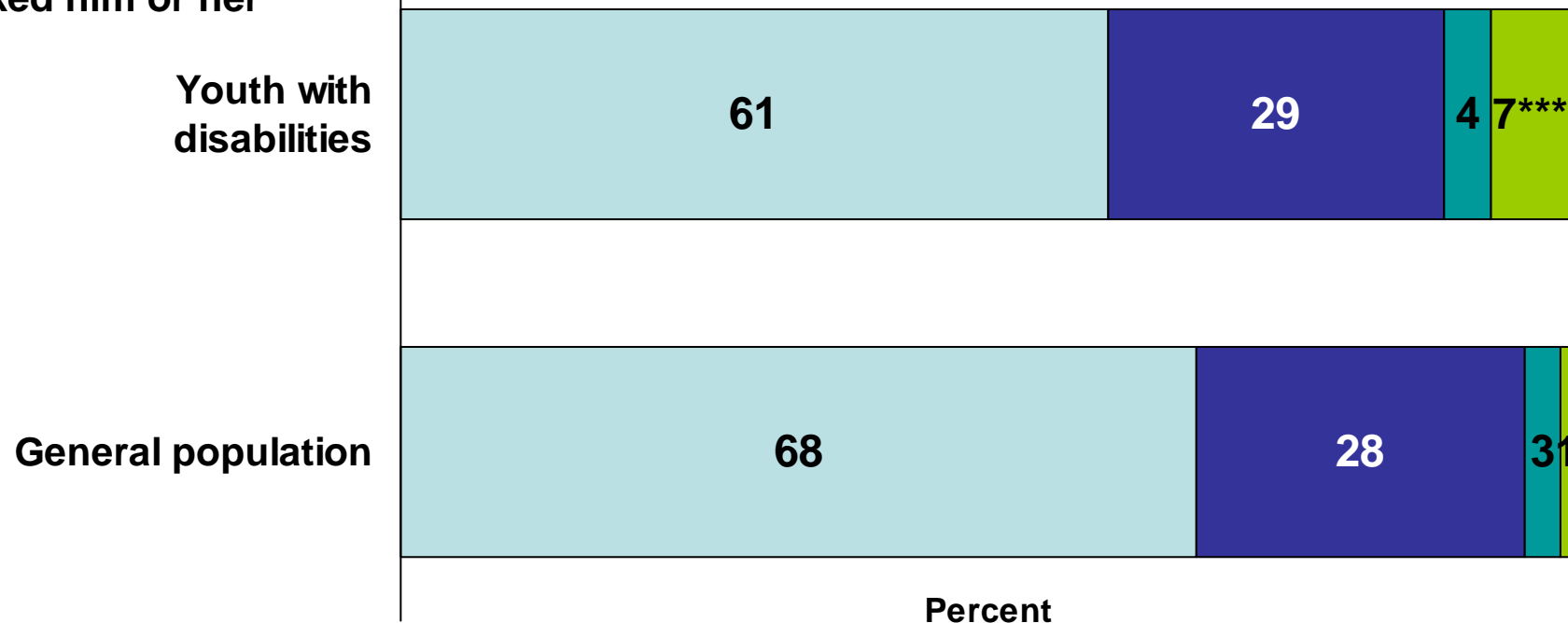
How much statement “you can make friends easily” is like you:



■ A lot like me
 ■ A little like me
 ■ Not at all like me

Youth with disabilities' views of being disliked by others

During the past week, how often youth felt people disliked him or her

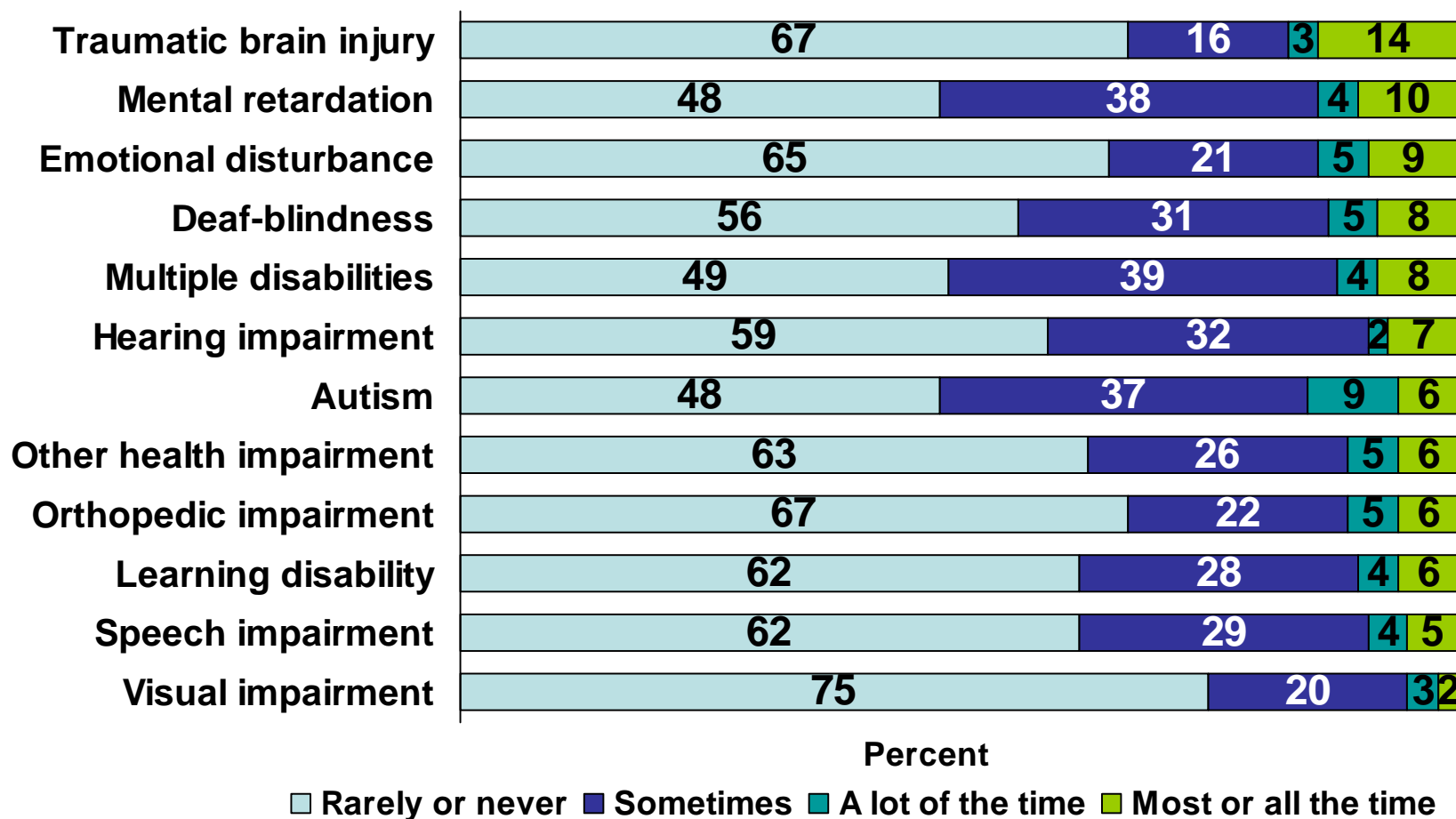


■ Rarely or never
 ■ Sometimes
 ■ A lot of the time
 ■ Most or all of the time

Statistical significance: *** $p < .001$ for comparison of youth with disabilities and in the general population.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003. U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, youth interview, 1990

Frequency of youth's feelings of being disliked by others, by disability category

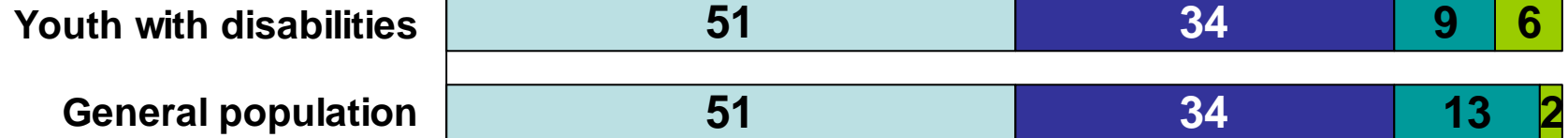


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003

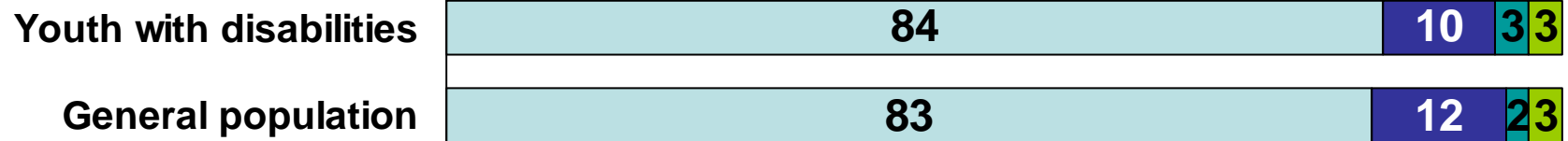
Youth with disabilities' perceptions of being cared about

Extent of feeling cared about by:

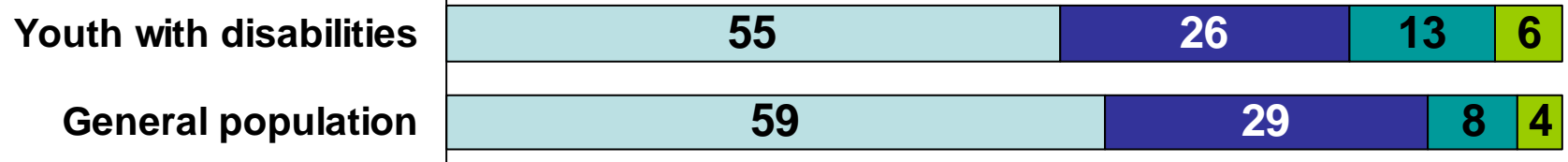
Friends



Parents/guardians



Other adults

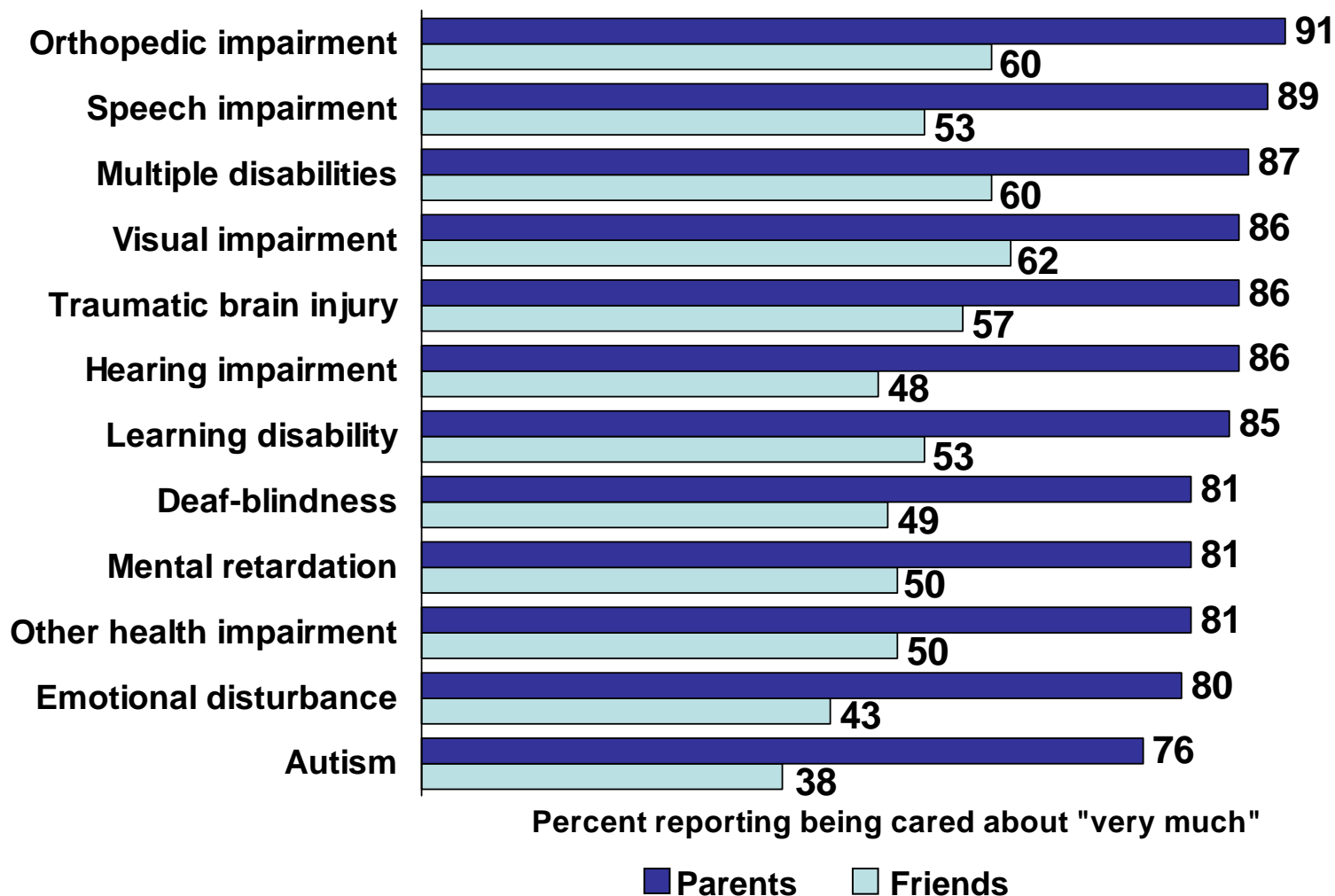


Percent

■ Very much
 ■ Quite a bit
 ■ Somewhat
 ■ Very little or not at all

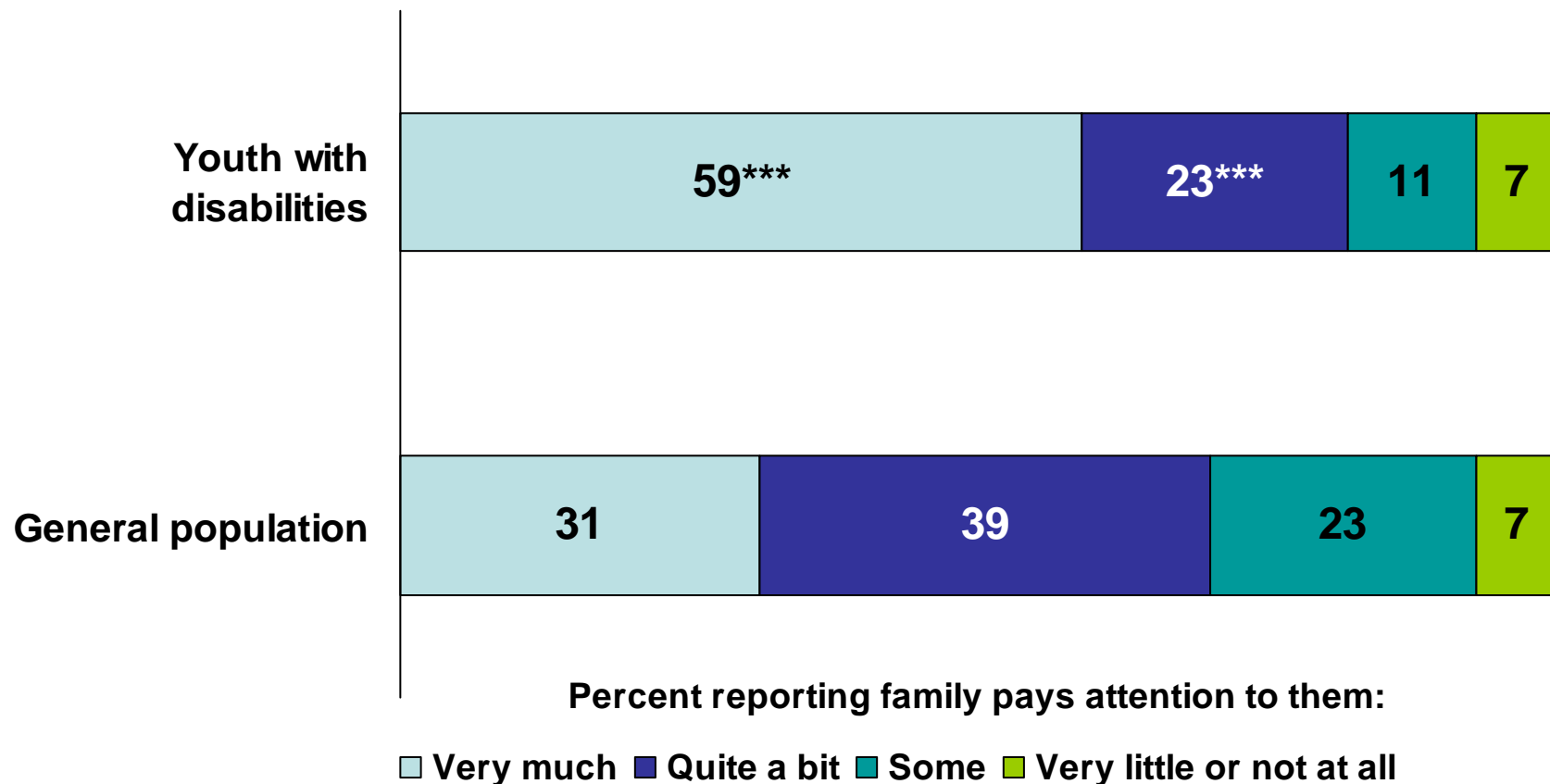
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003, U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, youth interviews, 1999

Youth's perceptions of being cared about, by disability category



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003

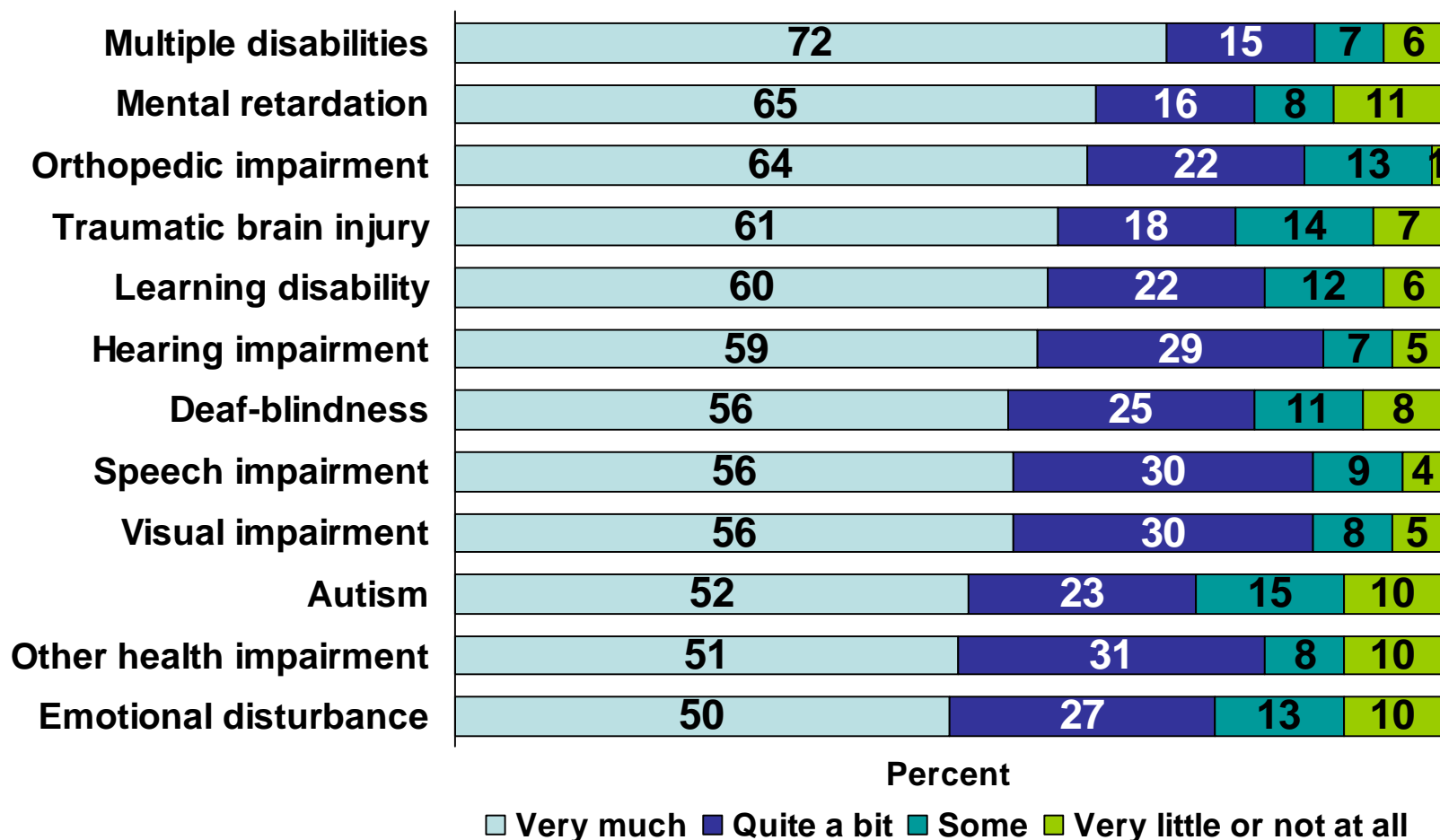
Youth with disabilities' views of being paid attention to by their families



Statistical significance: *** $p < .001$ for comparisons of youth with disabilities and in the general population.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003. U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, youth interview, 1999

Youth's feelings of being paid attention to by their families, by disability category



Youth's expectations

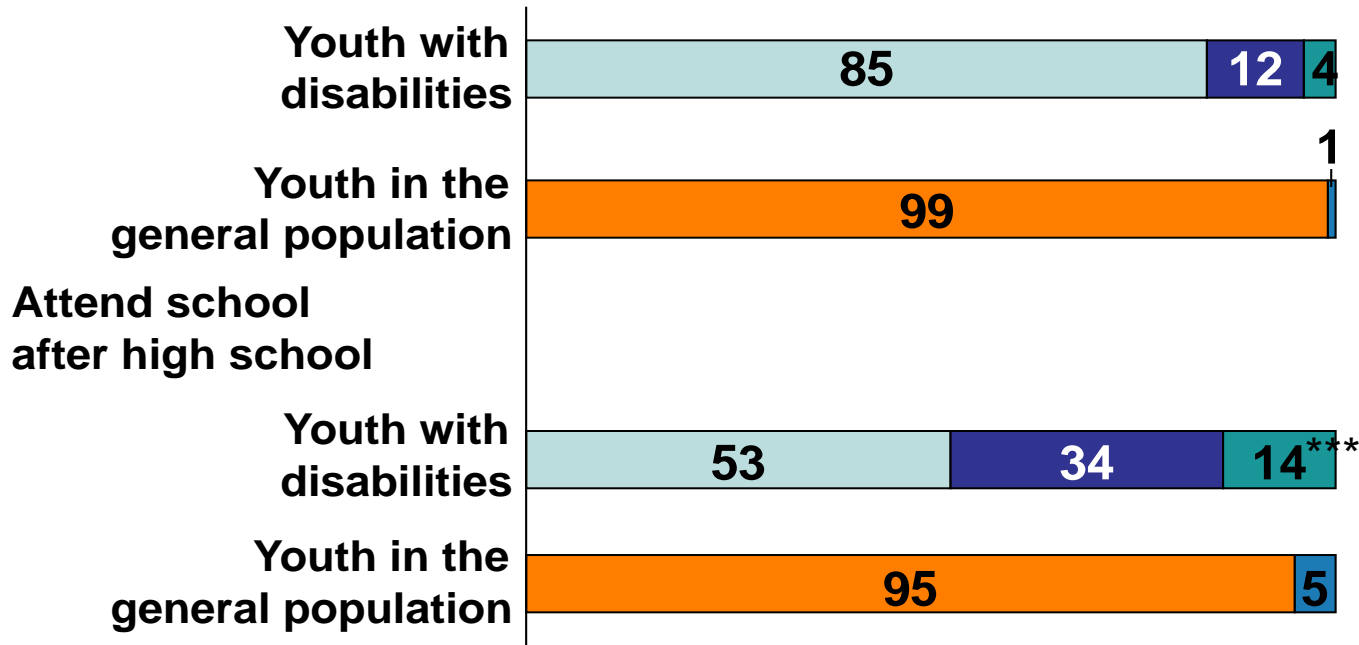
- Future educational attainment
- Future employment/ financial independence
- Attainment after high school



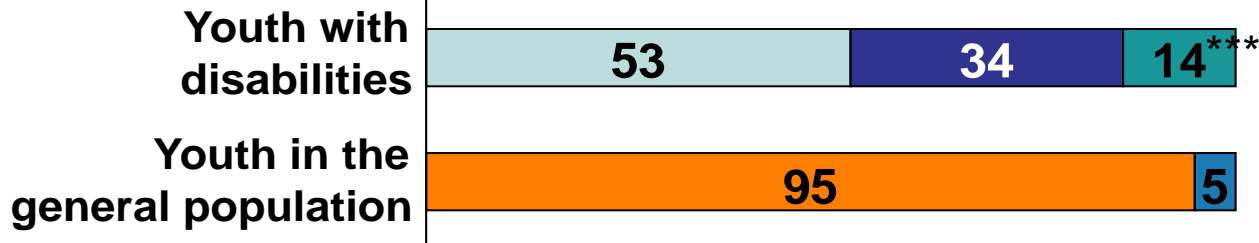
Expectations for future education attainment

Youth expects¹ to:

**Graduate from high school
with a regular diploma**



**Attend school
after high school**



Percent of youth

■ Definitely will
 ■ Probably will
 ■ Probably or definitely won't

■ Yes
 ■ No

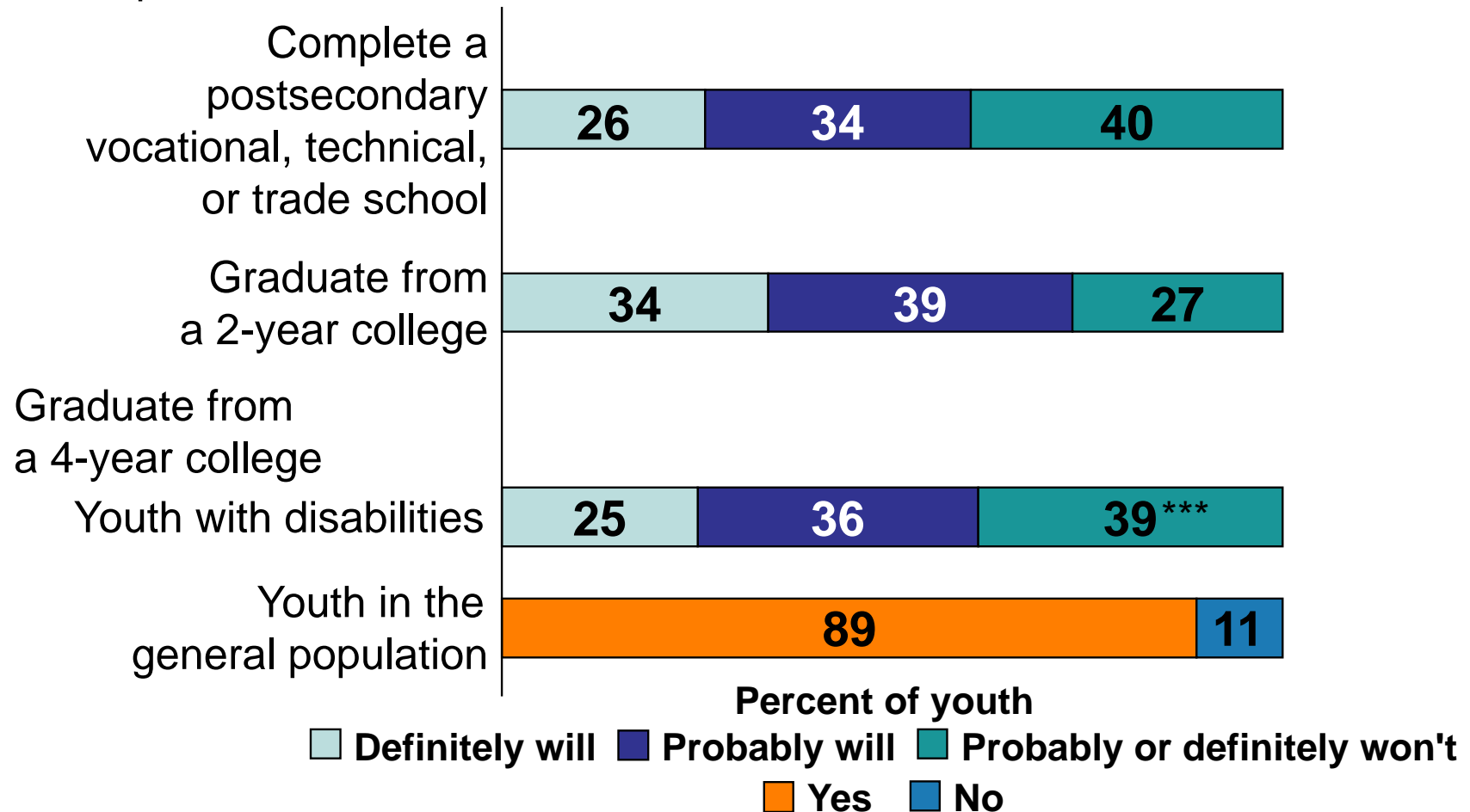
Statistical significance: *** $p < .001$ for comparisons of youth with disabilities and in the general population.

¹Youth who have attained outcome are included as “definitely will.”

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 2 youth interviews/survey, 2003 and National Center for Education Statistics, National Household Education Survey (NHES), 1999 youth survey.

Expectations for future postsecondary school completion

Youth expects¹ to:

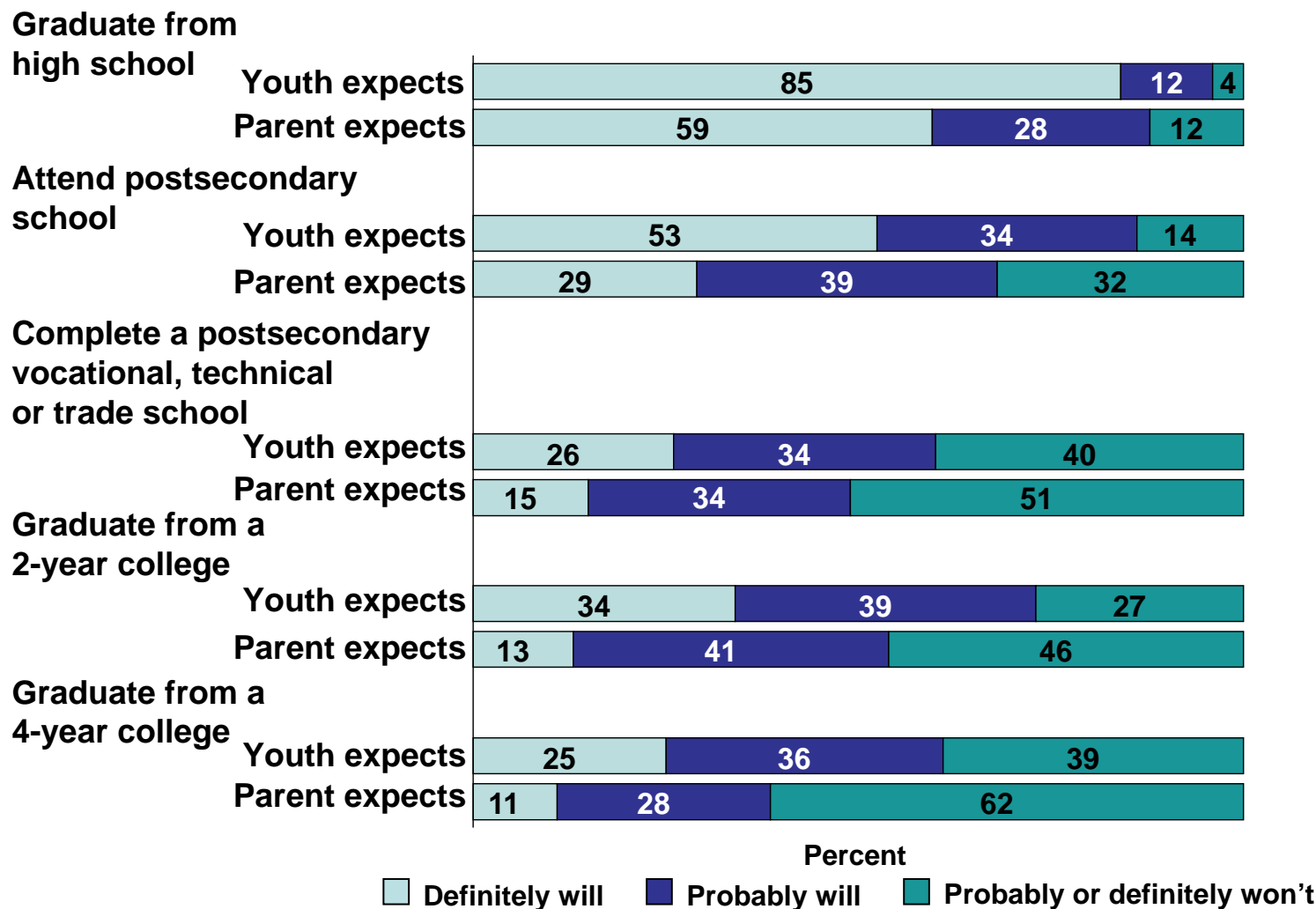


Statistical significance: *** $p < .001$ for comparisons of youth with disabilities and in the general population.

¹Youth who have attained outcome are included as "definitely will."

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 2 youth interviews/survey, 2003 and National Center for Education Statistics, National Household Education Survey (NHES), 1993 and 1999 youth surveys.

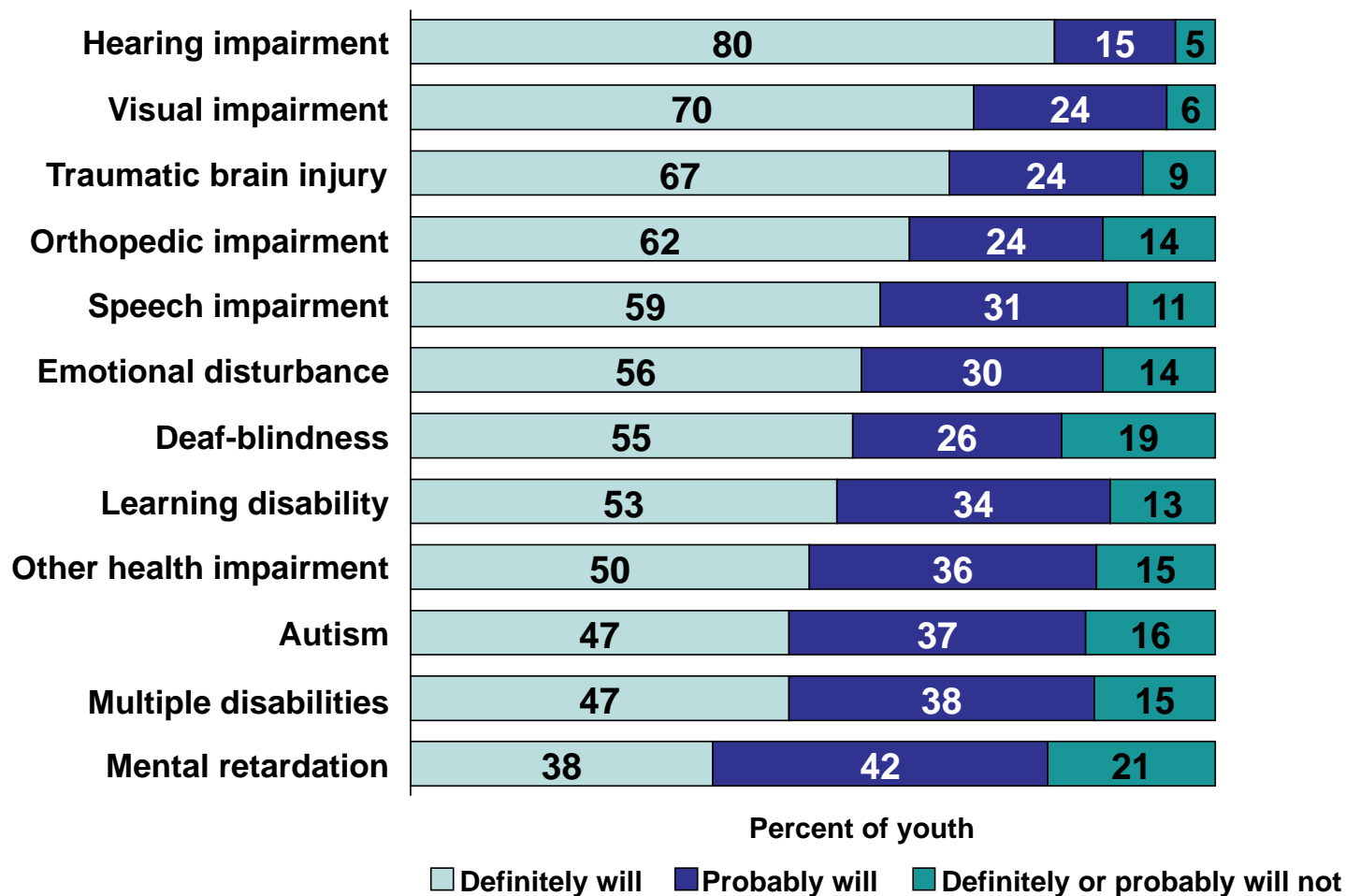
Youth's and parent's expectations¹ for youth's future education attainment



¹Youth who have attained outcome are included as "definitely will."

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 2 youth interviews/survey, 2003; Wave 1 (2001) parent interviews.

Youth's expectations for postsecondary school attendance, by disability category



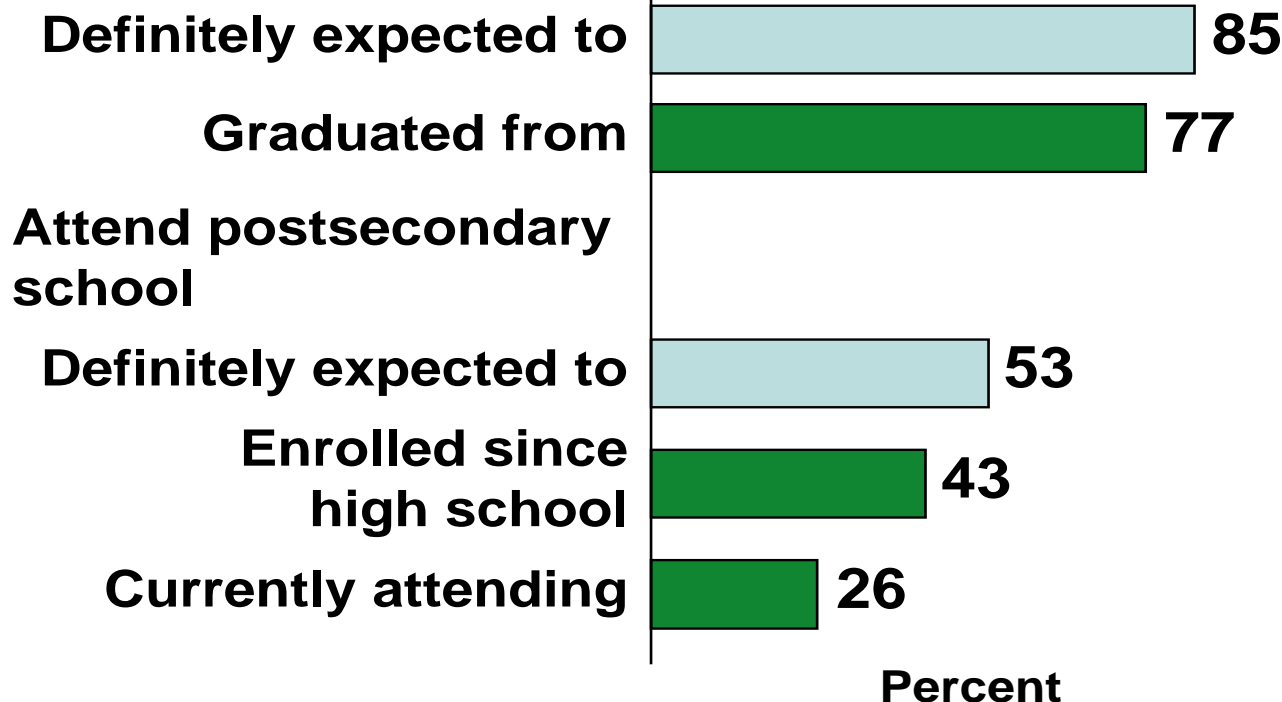
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 2 youth interviews/survey, 2003.

What are the outcomes of school leavers up to 4 years after high school?

- Wave 3 (2005) attainments of Wave 2 (2003) youth interview/survey respondents
- Attainments reported here are for youth who responded to the Wave 2 interview/survey.

Educational attainment of out-of-secondary school youth in 2005

High school graduation



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 2 youth interviews/survey 2003 (expectations), and Wave 3 parent/youth interview, 2005 (attainment), restricted to youth who responded to Wave 2 interview/survey.

Postsecondary school participation by 2005

**Complete a postsecondary vocational,
technical or trade school**

Definitely expect to 26

**Enrolled since leaving
high school** 12

Graduated 5

Graduate from a 2-year college

Definitely expect to 34

**Enrolled since leaving
high school** 33

Graduated 4

Graduate from a 4-year college

Definitely expect to 25

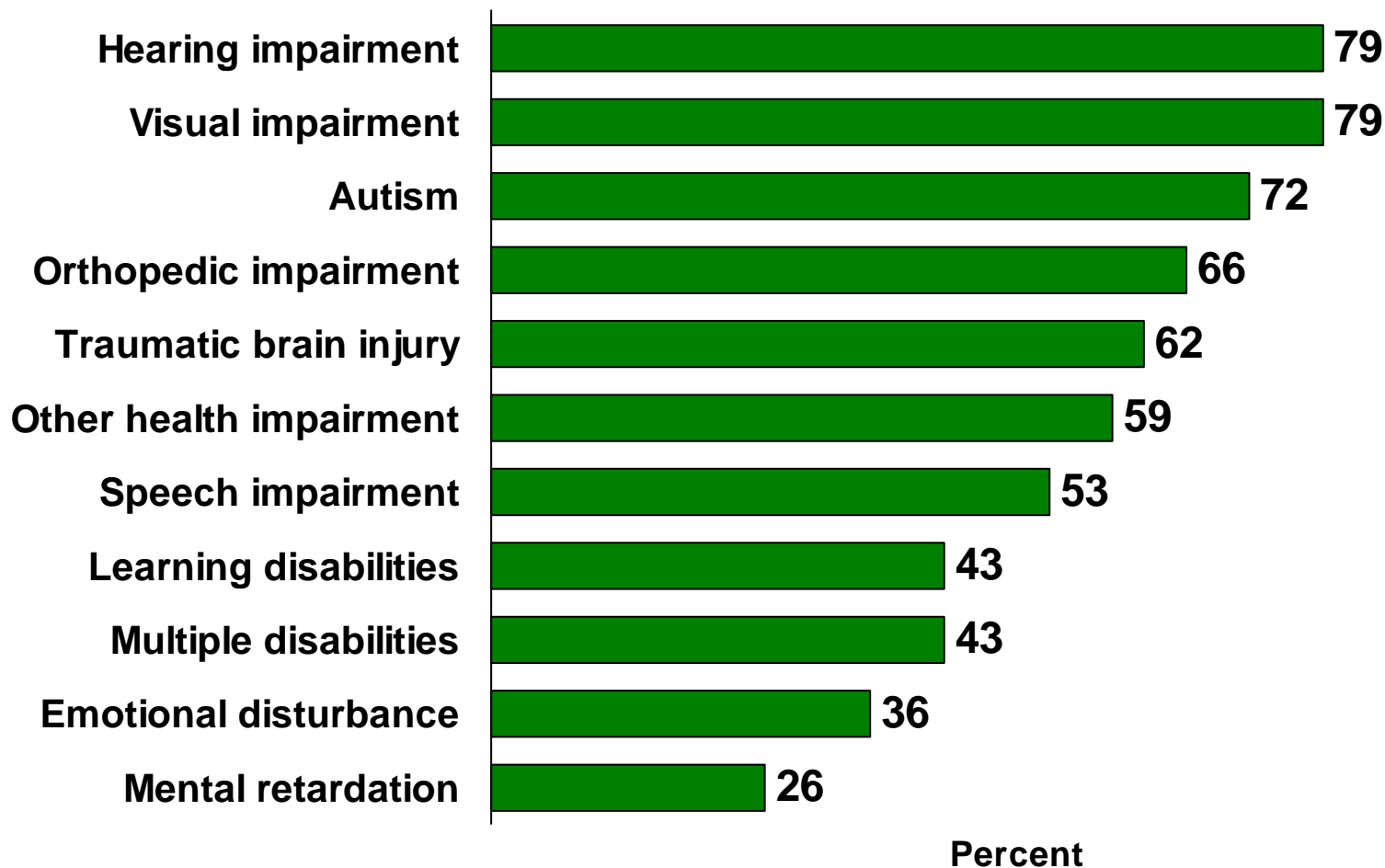
**Enrolled since leaving
high school** 9

Graduated 1

Percent

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 2 youth interviews/survey, 2003 (expectations), and Wave 3 parent/youth interviews/survey, 2005 (participation), restricted to youth who responded to Wave 2 interviews/survey.

Ever enrolled in postsecondary school as of 2005, by disability category



NOTE: There are too few youth with deaf-blindness to report separately.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 3 parent/youth interviews/survey, 2005.

Expectations for employment and financial independence



Expectations for future employment and financial independence

Get a paid job¹

Youth expects to

95

4

1

Parent expects youth to

88

11

1

Be financially self-supporting

Youth expects to

65

29

6

Parent expects youth to

47

40

13

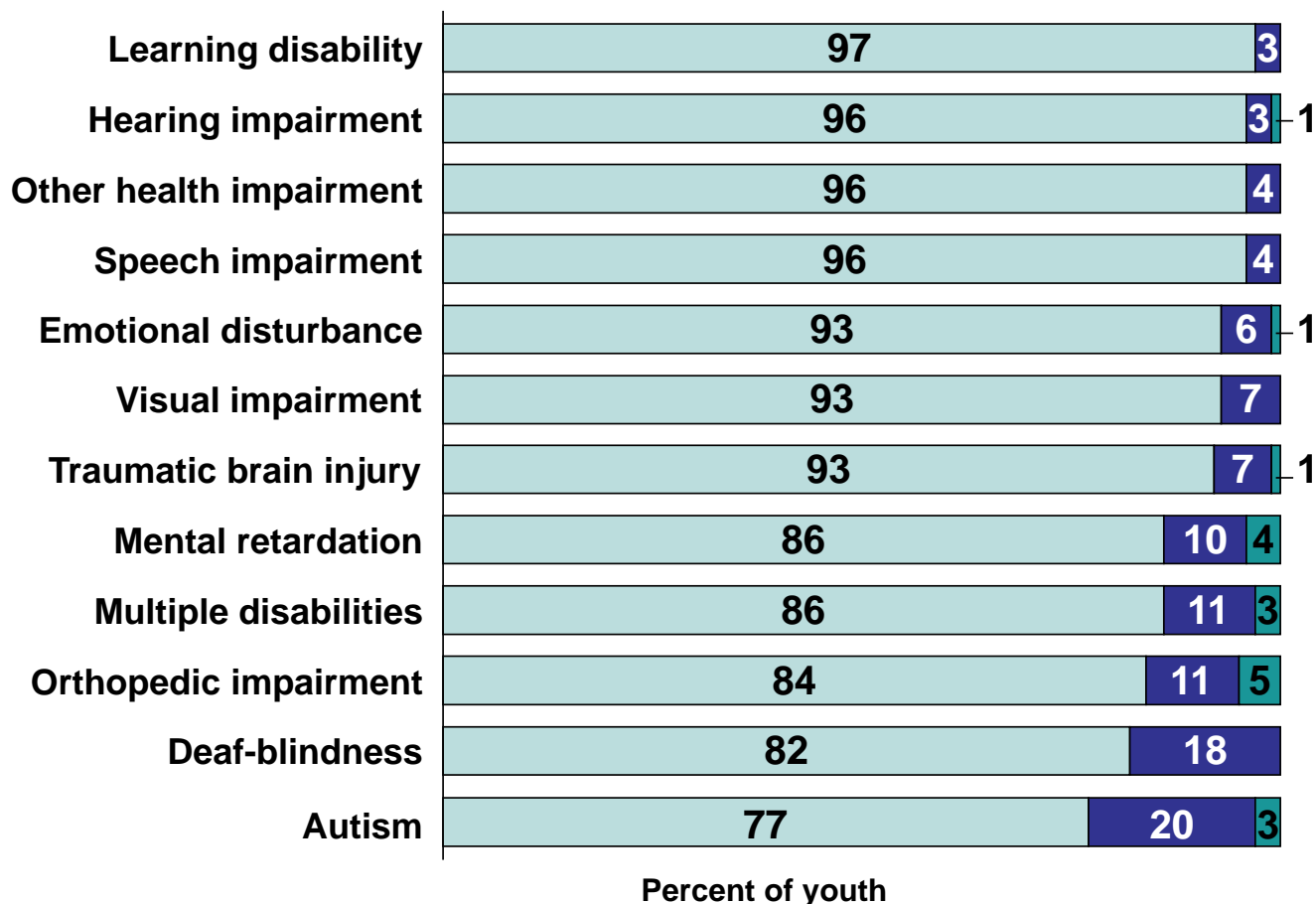
Percent of youth

Definitely will
 Probably will
 Probably or definitely won't

¹Youth who have attained outcome are included as “definitely will.”

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 2 youth interviews/survey, 2003 (youth's expectations) and Wave 1 parent interviews/survey, 2001 (parents' expectations), restricted to parents of youth who responded to Wave 2 interviews/survey.

Youth's expectations for paid employment¹, by disability category

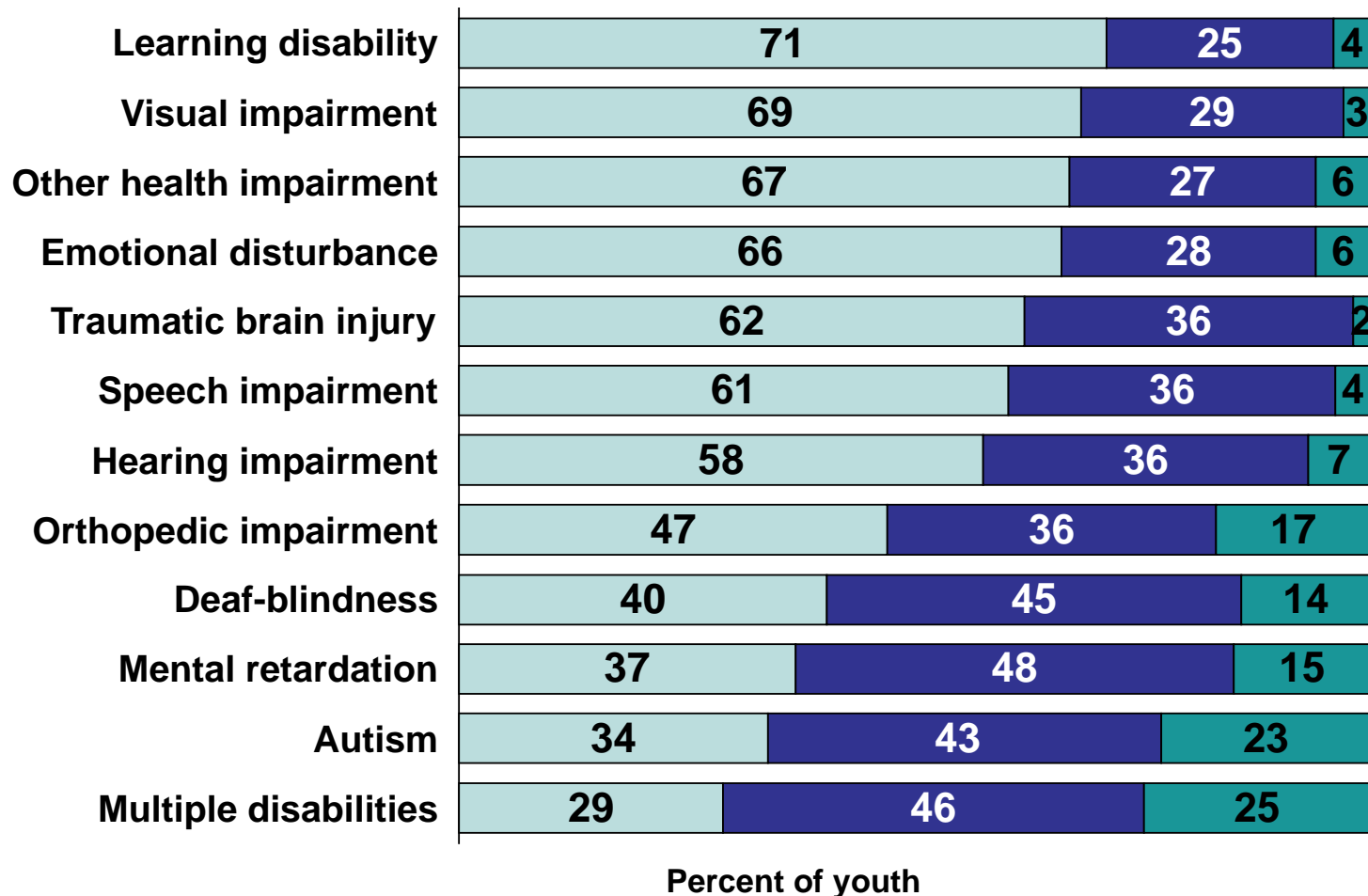


■ Definitely will
 ■ Probably will
 ■ Definitely or probably won't

¹Youth who have attained outcome are included as "definitely will."

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 2 youth interviews/survey, 2003.

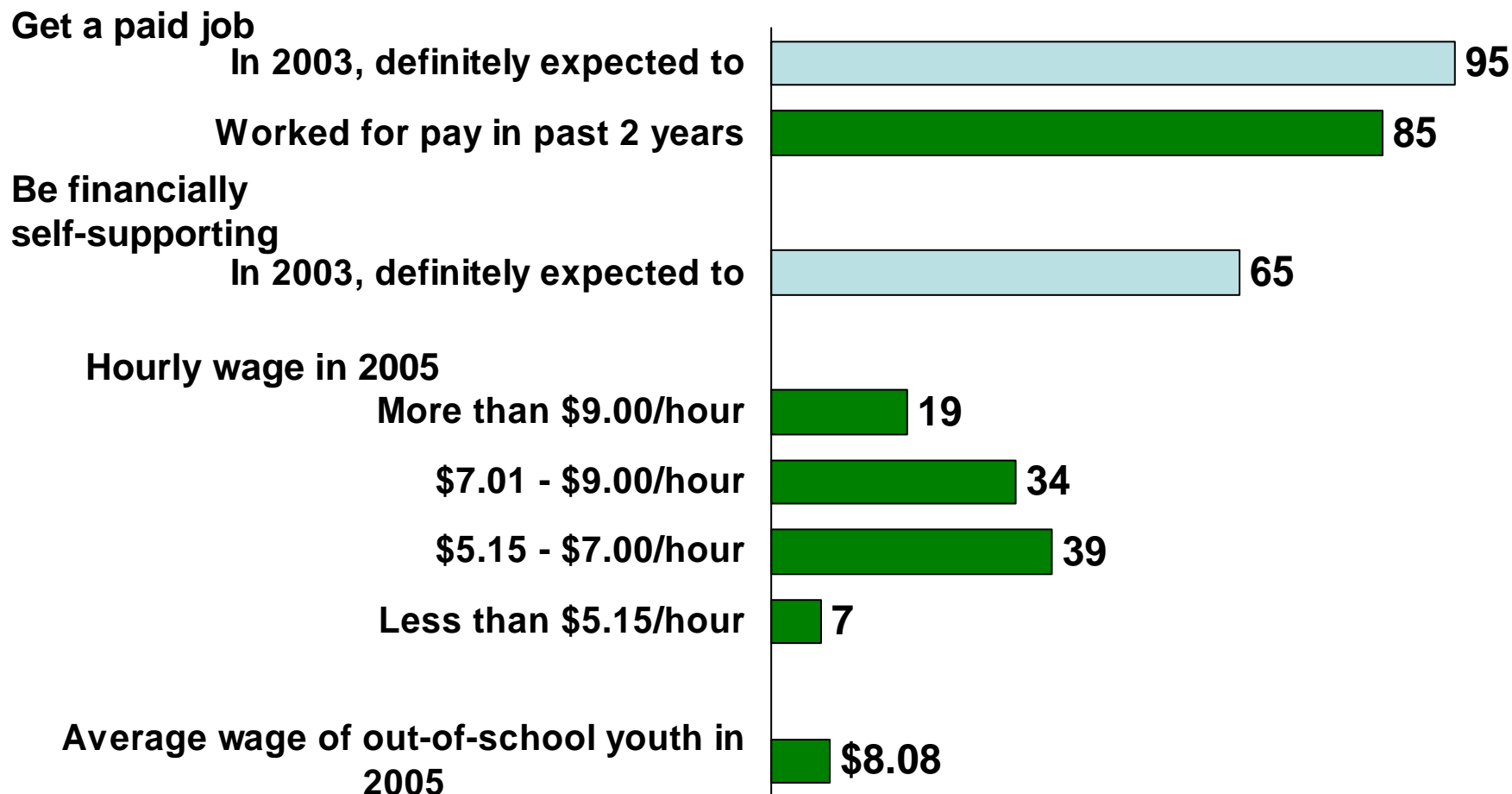
Youth's expectations for financial independence, by disability category



■ Definitely will
 ■ Probably will
 ■ Definitely or probably won't

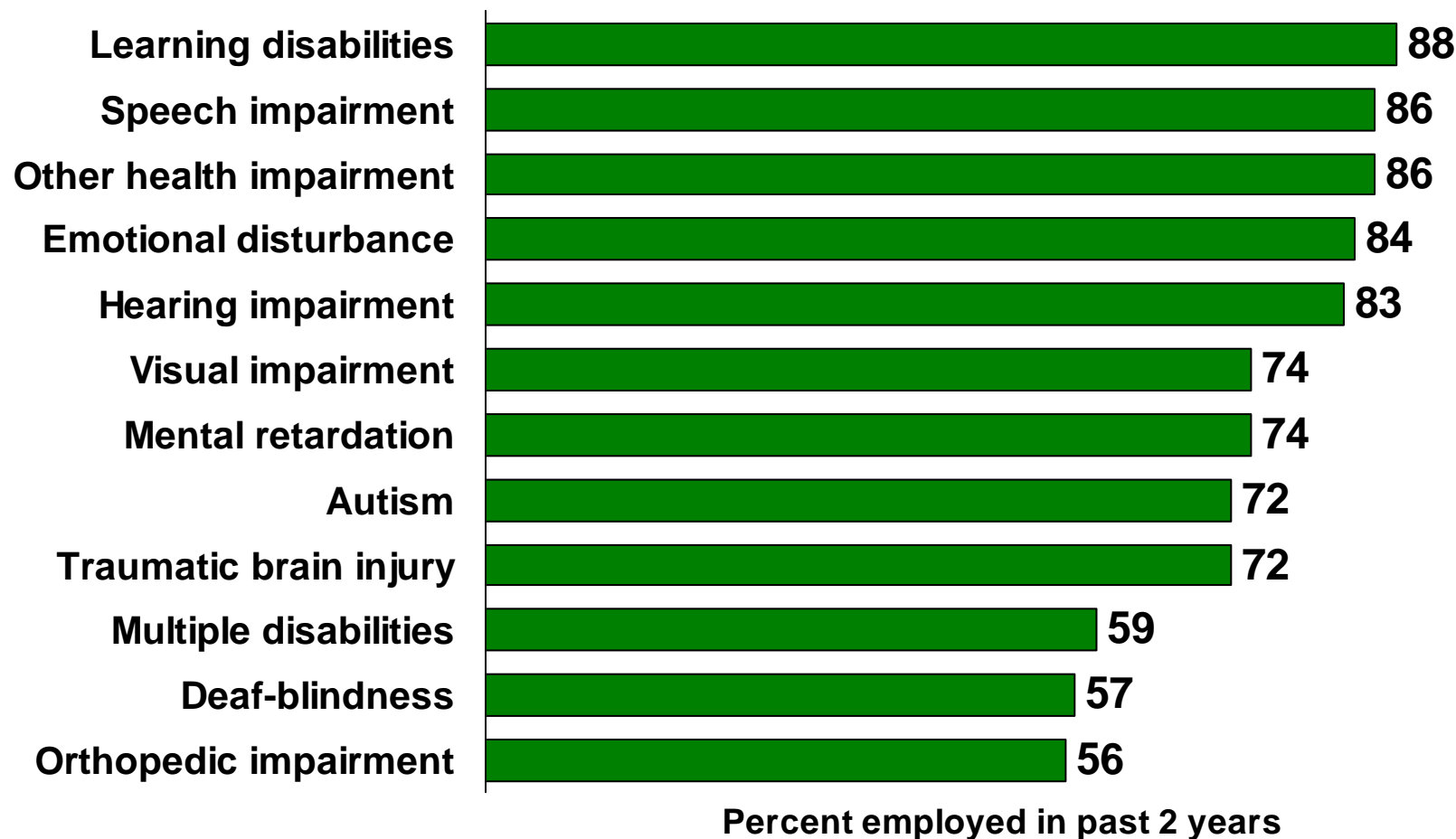
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 2 youth interviews/survey, 2003.

Employment and financial independence of out-of-secondary school youth in 2005

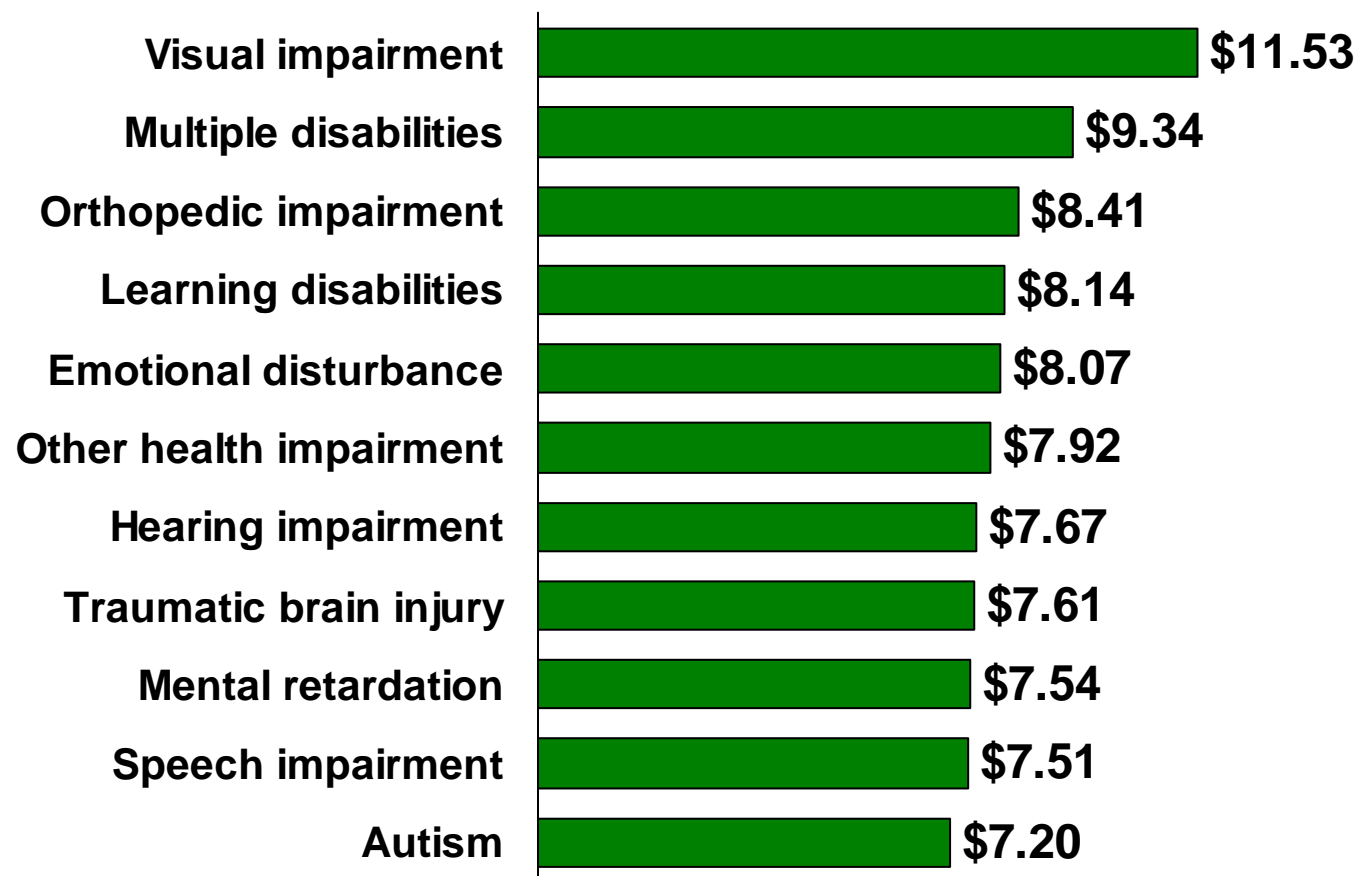


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 2 youth interviews/survey, 2003 (expectations) and Wave 3 parent/youth interviews/survey, 2005 (employment and earnings), restricted to youth who responded to Wave 2 interviews/survey.

Employment of out-of-secondary school youth in 2005, by disability category



Hourly wage of out-of-secondary school youth in 2005, by disability category



Mean hourly wage

NOTE: There are too few working youth with deaf-blindness to report separately.

Source: U.S. Department of Education, Institute of Education Sciences, National Center

for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave

3 parent/youth interviews/survey, 2005; restricted to youth who responded to Wave 2

interviews/survey

What's next for NLTS2?



What's newly available from NLTS2 on the web?

- **Reports**

- *Family Involvement in the Educational Development of Youth With Disabilities*
- *After High School: A First Look at the Postschool Experiences of Youth With Disabilities*
- *Changes Over Time in the Early Postschool Outcomes of Youth With Disabilities*

- **Fact Sheets**

- *The Self-Determination of Youth With Disabilities*
- *High School Completion by Youth With Disabilities*
- *School Behavior and Disciplinary Experiences of Youth With Disabilities*

What's newly available from NLTS2 on the web? (continued)

- **NLTS2 Data Briefs (distributed by NCSET)**
 - *The Transition Planning Process*
 - *Family Expectations and Involvement for Youth With Disabilities*
- **Data tables**
 - Wave 2 school surveys
 - Student assessments

What's next?

- **Reports**

- The academic achievement and functional performance of youth with disabilities
- The attitudes and expectations of youth with disabilities
- The postschool outcomes of youth up to 4 years after high school
- Participation in risk behaviors by young adults with disabilities
- Factors related to the outcomes of youth with disabilities up to 4 years after high school

What's next? (continued)

- **Fact sheets**
 - Youth with learning disabilities
 - Youth with autism
- **Data tables**
 - Wave 3 parent and youth interview/survey
- **Wave 4 data collection**
 - Final course transcripts for 2006 school leavers

For more information

www.nlts2.org

